

EDUCATION COMMISSION.

VOL I 1884.

Final Report by the ^{Hon} Provincial Committee.

with evidence taken before the
Committee and memorials addressed
to the Education Commission.

Pp 1-90

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EDUCATION COMMISSION.

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REPORT

BY

Vol I

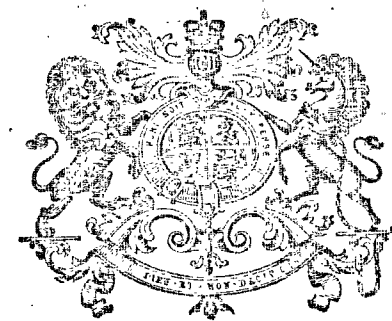
THE MADRAS PROVINCIAL COMMITTEE;

WITH

EVIDENCE TAKEN BEFORE THE COMMITTEE,

AND

MEMORIALS ADDRESSED TO THE EDUCATION COMMISSION.



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This Report is drafted on the lines laid down in the following "Instruction" issued by the Commission.

OUTLINE OF THE REPORTS OF PROVINCIAL COMMITTEES.

I. A short sketch of Education previous to 1854, or to the formation of an Education Department in pursuance of the orders contained in the Educational despatch of that year.

II. A statement of the progress of education—

1. During the period from 1854 (or from the date when the Education Department was formed under the Educational despatch of 1854) to 1871;
2. During the period from the 1st April 1871 to the 31st March 1881;

drawn up so as to show the extent to which the objects indicated in the several despatches from the Secretary of State have been attained, and the causes which may have prevented any sections of the active community from availing themselves of the departmental system of education. A brief account should be given of any legislation which has reference to education.

III. A description of the actual state of education in each province on the 31st of March 1882, prefaced by summary statistics of its area and population according to the census of 1881, its physical characteristics, the social condition of the people, and the languages spoken by them. This description should be arranged in sections under the following heads, and should include, where necessary, a comparison with the corresponding state in 1871. The statement of facts contained in each section should be followed by any recommendations for the future which the Committees may wish to make upon the facts set forth. All such recommendations should have exclusive regard to the circumstances of the province with which the report deals, and the terms of the Resolution by which the Commission was constituted.

SECTION A.—Instruction in Indigenous Schools independent of departmental aid or inspection: (a) Elementary instruction; (b) Advanced instruction.

1. Its definition.
2. Its extent; the number of schools and scholars should be supplied when possible.
3. Different classes of indigenous schools.
4. Methods of instruction, and the languages and subjects in which such instruction is imparted.
5. How indigenous schools have been affected by the operations of the Education Department.
6. Fees or other sources of income.

SECTION B.—Primary Instruction recognised by the Department.

1. Its definition.
2. Its extent.
3. Primary schools, Government, aided and unaided.
4. Subjects of instruction; the number of pupils learning each language, so far as it can be ascertained; and the text-books in use.

5. Departmental standards of examination, either prescribed in accordance with the Resolution of the Government of India, No. 1170, dated 6th January 1879, or adopted by the Local Departments of Public Instruction in those provinces in which boys have passed beyond the upper primary standard but have not entered upon a course of education terminating in an examination of equal difficulty with the matriculation examination: together with a statement of the number of pupils passed in each of such standards.
6. School libraries and apparatus.
7. School accommodation, with special reference to light, ventilation and furniture.
8. Method of registration of attendance, and the means adopted to ensure honest returns.
9. Arrangements for the training of teachers; the total number of teachers, trained and untrained; their pay and prospects.
10. Expenditure from all sources, arranged under the heads shown in General Form 3 as modified by the Commission.
11. Fees; their rates, and exemptions from payment; how they are credited and accounted for.
12. Scholarships and prizes.

SECTION C.—*Secondary Instruction*—(a) *Middle Schools*; (b) *High Schools*.

- 1-12. As under Section B, *mutatis mutandis*.

- [3. Add.—The special measures adopted for the education of (a) sons of Native chiefs, (b) Muhammadans, (c) Peasants.]

SECTION D.—*Collegiate Instruction*—

1. Government, aided, and unaided arts colleges, and the number of students reading in them (the statistics of each college to be given separately). For the purpose of comparing collegiate education in 1882 with collegiate education in 1871, a return should be given of the number of colleges which, having existed in 1871, exist no longer; the causes which led to their extinction; and the number of students in them (a) who were sent up for University examinations, (b) who passed those examinations.
2. The race or caste of the pupils, divided into Europeans or Eurasians, Native Christians, Hindus, Muhammadans and others; together with any facts that can be obtained bearing on the social position of the pupils, the wealth of the families to which they belong, and the professions followed by their parents or guardians.
3. Results of University examinations in arts with a return showing the various languages taught as second languages, and the number of students learning such languages.
4. The number of students graduating in a literary and in a scientific course respectively, in those Universities in which such a distinction exists.
5. College libraries, and the extent to which they are used.
6. Laboratories and apparatus for instruction.
7. Income and expenditure from all sources; showing the staff of each college and the salary attached to each professorship.
8. Fees, their rates, and exemptions from payment; how they are credited and accounted for.
9. Scholarships, together with a specification of the various sources of income from which they are paid.
- ✓ 10. An estimate of the number of graduates from collegiate institutions (Government, aided and unaided) who, between 1871 and 1882, have joined (a) the public service; or in a private capacity, (b) the legal, (c) the medical, (d) the civil engineering professions.
- ✓ 11. The effect of collegiate instruction on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employees.

SECTION E.—*Female Education*. 123

1. Its extent.
2. Government, aided and unaided schools and colleges.
3. Mixed schools.
4. Subjects of instruction, and text-books in use.
5. Zenana instruction, and existing agencies other than schools, for promoting female education.
6. Results of departmental, University, or other recognised examinations.
7. Arrangements for the training of teachers, male and female; the relative efficiency and advantage of each class of teachers; the means taken to increase the supply of female teachers.
8. Income and expenditure from all sources.
9. Fee.
10. Prizes.
11. Scholarships.

SECTION F.—*The supply and distribution of text-books*.

SECTION G.—*Provisions for physical and moral training*.

SECTION H.—*Grants-in-Aid*.

1. Different systems, and their relative advantages.
2. Rules of administering each system.
3. The amount of the grants payable in institutions of each class, with reference to their sufficiency, especially in the case of girls' schools.

SECTION I.—*Inspection and control*—

1. Nature of the agency, whether consisting of—
 - (a) officers of the Department;
 - (b) other Government officers;
 - (c) school committees;
 - (d) other agencies.

2. Character of the inspection, with special reference to (a) average area, and number of schools assigned to each Inspecting Educational Officer of the Department, together with the average number of scholars; (b) average duration and extent of the annual tour of each class of Inspecting Educational Officers; (c) code or rules for guidance of inspecting officers, whether departmental or extra-departmental, with especial reference to the method of conducting examinations.

3. The employment of inspecting officers of the Department when at head-quarters.

4. Cost of inspection and control.

SECTION J.—*District and branch committees or local fund boards*.—The actual extent of their powers in (1) preparing budgets, (2) sanctioning expenditure, (3) controlling education; and the possibility of extending those powers.

SECTION K.—*Functions of municipal bodies with regard to the maintenance and control of schools*.

SECTION L.—*Withdrawal of Government from the direct management of schools or colleges*.

1. by transfer to private bodies.

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2. when in competition with private schools or colleges;
3. when from any cause, no longer necessary.

SECTION M.—General relations of departmental officers to private schools or colleges in competition with—

- (1) Government schools or colleges.
- (2) Other private schools or colleges.

IV. Tabular Statements containing information regarding—

- i. Arts colleges, schools, and scholars in General Form I, as modified by the Commission.
- ii. Schools and scholars in General Form II, as modified by the Commission.
- iii. Expenditure on educational establishments in General Form III, as modified by the Commission.
- iv. The results of prescribed examinations, General Form IV, as modified by the Commission.
- v. Aided schools and grants in form prescribed by Commission.

These statements may be accompanied by any detailed explanation of facts which will elucidate their meaning, and by any comments which they may suggest, or which the Committees think necessary to offer.

V. General Summary and recommendations. The Commission will be glad to receive any remarks on the subject of placing the educational system on a legislative basis.

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I

EDUCATION IN MADRAS PRIOR TO 1854.

The Despatch of 1854 (para. 96) says:—

“In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian missionaries have been more successful among the Tamil population than in any other part of India.”

Mr. Arbuthnot, the first Director of Public Instruction in Madras, wrote:—
“At the commencement of the year 1854-55, with the exception of the trifling sums expended in the districts of Chingleput, North Arcot, Nellore and Tanjore, and in the maintenance of a few elementary schools in the hill tracts of Ganjam, the operations of Government were confined to the collegiate institution at Madras, and to the two provincial schools at Rajamundry and Cuddalore.”

2. This sketch will deal briefly with education under the two divisions thus suggested:—

Though the actual outcome of its operations was so insignificant, the local Government had, from an early period, shewn interest in the subject of education, and had attempted much more than had succeeded. The Minute of Sir Thomas Munro in 1822 is generally accepted as marking the starting point.

The following figures give a summary of the returns received in answer to that Minute from the twenty-one divisions of the Presidency:—

Number of Indigenous schools and pupils in them in the Madras Presidency in 1826.

	NUMBER OF		PUPILS.				TOTAL.	
	Schools.	Colleges.	Hindu.		Mussalman.		Boys.	Girls.
			Boys.	Girls.	Boys.	Girls.		
TOTAL	11,753	740	1,47,020	2,796	10,644	1,227	1,57,664	4,023

According to the estimated population at that period elementary indigenous education would seem to have been afforded to rather less than one-sixth of the boys of school-going age. The character of the instruction in the schools was, however, thus described:

“Few teachers can explain, and still fewer scholars understand, the purport of the numerous books they learn to repeat from memory. Every school boy can repeat verbatim a vast number of verses, of the meaning of which he knows no more than the parrot which has been taught to utter certain words.”

a “These so-called ‘Colleges’ were the vedic patsalas which formerly formed a part of every *matam* or religious centre. In 1750 Southern India was dotted with them.”

Of the instruction in the 'colleges' it is said :—

"For twenty years the students commit to memory mantra after mantra, sloka upon sloka, comment after comment, until they are able to superintend every ceremony and perform every rite of the Yajur or Black Veda"

3. A Board of Public Instruction was established in 1826, and started 14 Collectorate and 81 Talook schools, with a school at Madras for training teachers: the last mentioned ultimately developed into the High school—the others were pronounced a failure and abolished in 1836: their failure was attributed to inefficient teachers, and the absence of regular and efficient superintendence. The 'Board' was superseded by a 'Committee for Native Education'—which proposed plans that were not carried out; and it, in its turn, made room for the 'University Board,' appointed in 1840 by Lord Elphinstone, who proposed to establish a 'Central Collegiate Institution or University' in Madras, which was "to be under a President and 14 Governors, of whom seven were to be natives; one of the main features of the plan being that it should principally depend upon the co-operation of the superior classes of the Native community, and should be maintained but in a partial degree from the Government funds."

4. It may be noted that, up to this time, the soundness of the downward filtration theory had not been doubted in Madras. Seventy-thousand subscribers to a native address, presented to Lord Elphinstone shortly before the promulgation of his scheme, stated that they "looked to the mental improvement of the upper classes of the native community; who have the leisure and means to pursue the higher branches of study; and that from them it might reasonably be hoped, that the blessings of knowledge would be gradually spread abroad amongst the inferior classes of their fellow-subjects."

The President of the University Board was strongly imbued with the necessity of restricting the Government schools, in the first instance, to the instruction of the higher orders of the native community; and in an address to Lord Elphinstone, on the opening in 1841 of the high school branch of the new Institution, he observed that,—"*the light must touch the mountain tops before it could pierce to the levels and depths.*" Lord Elphinstone himself held a similar view, but at the same time expressed his concurrence in the opinion of the Governor-General that the elementary education of the mass of the people was not necessarily to be neglected or postponed to an indefinite period.

5. The 'University Board,' after much correspondence, proposed to establish four Provincial schools 'similar in quality to the Madras high school; but the Court of Directors (under date January, 1846) intimated that "for the present the full development of the branch of the University (i.e., the high school) should be the exclusive object of attention."

6. This 'University Board,' though not abolished, became moribund, and a 'Council of Education' was created, which, however, did little more than 'recommend,' and it was dissolved in 1847.)

The 'University Board' was then re-organized, and "invested with the functions of a Board of General Education" to administer a total of one lakh of Rupees, a moiety of which it appropriated to the University (high school); Rs. 30,000 was set aside for five provincial schools, and Rs. 20,000 reserved for Grants-in-Aid. Two provincial schools were then, at last, actually started, one at Cuddalore in 1853, and the other at Rajamundry in 1854.)

7. Meantime there had been much discussion on the question of establishing examinations for candidates for public employment. An examination was first

instituted in 1848, discontinued in 1849, but revived in 1854, to be finally abolished in 1855; and the scheme had little general influence on Education.

8. Towards the close of the period under review, doubts as to the soundness of the 'Filtration' theory found expression. (The education of the mass of the people through their own Vernaculars, the adoption of a system of Grants-in-Aid: and the avoiding of the establishment of Government schools in such localities as might bring them into opposition to, or rivalry with other existing institutions—were all advocated as early as 1851.) There had also been discussions regarding translations from English works; and some small prizes had been given for their encouragement. Notwithstanding, however, numbers of able minutes and promising propositions, the whole outcome of the Government operations in general education, previous to the despatch of 1854, was as stated in the opening extract.

9. There had, however, been brought into existence some Government institutions of a special character, the chief of which were,—

- (a). *Madras Medical Schools*, established in 1835, and raised to a College in 1851.
- (b). *School of Arts*, first started in 1850.
- (c). *The School of Ordnance Artificers*, in 1840, attached to the Gun-Carriage Factory.
- (d). A 'Survey School' established about 1800.)

10. But of native *primary* education, connected with Government, there was none. In indigenous education there had been neither improvement nor extension during the thirty years that had elapsed since Sir Thomas Munro's Minute instituted enquiries regarding it. (a)

11. Efforts of Christian missions had, however, been made, and some small grants had been given by the Government, of which the following may be particularized :—

- (1). About 1837 a grant of Rs. 3,000 was made to the American missionaries at Madura.
- (2). In 1809 a previous grant of Rs. 140, was raised to Rs. 350 per mensem for the support of schools at Tanjore and Ramnad established by Schwartz towards the close of the 18th century.
- (3). To an institution established in Madras in 1853 for the training of male and female teachers a lump grant of Rs. 5,000 was made)

12. In his historical note in Education in Madras, written in 1854, the first Director thus spoke of the work of the Missions :—

"In the department of elementary instruction the operations of some of the Missionary Societies are on a very considerable scale. The S. P. G. supports no less than 186 schools, in which 5,117 scholars are under instruction, of whom 3,825 are boys, and 1,349 girls; and the amount expended by the Society exceeded in 1852, Rs. 40,000; and in 1853, Rs. 30,000."

(a) In 1854, Mr. Arbuthnot wrote :—

"The comparison in point of numbers, so far as a judgement may be formed was more favorable in 1826 than it is at the present time In the native village schools it is manifest, that but little improvement has taken place in the character of the instruction, and that the picture drawn in 1823 (see para. 2) is still applicable to the majority."

“The operations of the Church Mission Society are equally if not more extensive, and it appears that at the commencement of 1852 the number of mission schools in this Presidency amounted to 1185 with 38,095 pupils In all the Vernacular mission schools and in the majority of the English schools the course of instruction is altogether elementary; but there are several of the latter in different parts of the country in which a higher order of instruction is imparted, and what may be termed a liberal education is very efficiently carried out.”

The 'higher order of instruction' here spoken of owed its initiation and consolidation mainly to two men, in a Government institution to Eyre Burton Powell, in a mission one to John Anderson—others have worked well in raising the superstructure, but these were the pioneers who cleared the ground and laid solid foundations. The following remarks from the Madras Educational Census Report for 1871, give some idea of the progress in education between 1837, the year in which John Anderson entered on his work, and 1849 :—

"If we compare the educational work of 1849 with that of 1837, how vast the difference! Mr. Powell had begun and largely carried through his beneficent work at the high school. His "Proficients" were exhibiting an entirely new standard of knowledge, exceeding in mere intellectual progress anything that even Mr. Anderson could show. The [Free] Church of Scotland Mission school in 1849 was superintended by four Europeans devoted to educational work and contained 600 pupils. Pateheappah's was gaining its high position under Mr. Lovory and was crowded with scholars drawn from the best classes of the Hindoo population. The great London mission school in Armenian street was already talked about, and was opened a few months afterwards. At the same period the Wesleyan Anglo-Vernacular school at Royapettah was remodelled and a missionary set apart for its management. During the same interval all the Roman Catholic schools had been established by the care of the late Bishop Fennelly. When Mr. Anderson arrived (in 1837) there was no European set apart for the work of instruction except perhaps one at the Old College, though this is doubtful. In 1850 there were at least twelve Europeans thus employed, and there is reason to believe there were as many as fifteen, all in Madras city. The high school owed nothing to the influence of the Scotch teachers, as its foundation was the result of long-continued discussion between the Supreme and Local Governments, but it is not too much to say that the revival of missionary educational effort was almost entirely due to the example so earnestly set by the masters of the Free Church schools."

13. The principal institutions may be mentioned, in the order of their establishment, as near as we can ascertain.

- (1.) The S. P. C. K. established the St. Peter's schools at Tanjore in 1790; and institutions at Sawerpuram and VEDIYARPURAM, in 1844 for training mission agents. In 1848 Sullivan's Gardens Seminary, Madras, was opened for the training of catechists and schoolmasters.
- (2.) The C. M. S. started an institution for training teachers at Palameotta in 1836, and what is now the Noble College at Masulipatam in 1841. In 1849 it established also a training institution at the last named station.
- (3.) In 1837 the "General Assembly's Institution" was started at Madras. From this have resulted the "Free Church Institution and Madras Christian College;" and "the Church of Scotland Institution;" with three branch schools of the Free Church established at Conjeeveram in 1839, and at Chingleput and Nellore in 1840.
- (4.) Patcheappa's Central Institution, Madras, supported by funds that had accrued from the accumulated interests on a native bequest for charitable purposes, was established in 1842, under an order of the Supreme Court; with branches started at Conjeeveram and Chidambaram in 1846 and 1850 respectively.
- (5.) St. Joseph's College, Negapatam, was established in 1843 by the Jesuits of the Madura Mission.

- (6.) In 1851 the Wesleyan Central Institution, Royapettah, Madras, was opened.
- (7.) In 1853 the London mission established a central school in Black Town, Madras.

Two institutions, mainly, though not exclusively, for English-speaking boys date from 1836, *viz.*: Bishop Corrie's Grammar school (Protestant); and St. Mary's Seminary (Roman Catholic).

Besides the above, there were several schools for English-speaking pupils, many of long standing, as the Military Orphan Asylums, Madras, 1786 and 1788; The Civil Orphan Asylums, Madras, 1815; St. Mary's R. C. Orphanage and day schools for girls, 1840; John Pereira's, Madras, boys and girls, 1840; The Vepery Poor schools, 1841; the Fort St. George Charity School, and the schools at Vellore, Cuddalore, and Tripassore mainly for children of pensioners.

(Among the earliest schools for native girls there were,—

The Free Church day school, Madras	1841
" boarding school, Madras	1842
The Church mission boarding schools in Tennevelly from	1837
" S. P. G. " " "	1842
" Free Church day schools at Chingleput and Conjeveram	1845
" Native Female Education Society's central school, Black Town, Madras	1845
" Wesleyan mission boarding school, Royapettah, Madras	1849

Statistics for so early a period are not easily obtainable, but the following may be accepted as shewing approximately the number of schools and pupils, mainly for Native education, about the year 1854:—

YEARS.	AGENCY.	NUMBER OF				TOTAL.		REMARKS.
		Schools.		Pupils.		Schools.	Pupils.	
		Boys.	Girls.	Boys.	Girls.			
Before 1854	Catholic Societies	96	8	3190		104	3,190	
1853	L. M. "	58	...	2816		58	2,816	
1854	Ch. Mis. "	339	...	5,410	3,317	339	8,727	
1854	F. C. M. "	5	5	1,210*	596*	10	1,806	* Average attendance.
1854	Wes. Mis. "	Not given		446	260	...	706	
1854	S. P. G. "	186		3825	1,349	186	5,117	
	TOTAL	...	..	...	...	697	22,362	

About the same period Patcheappah's central and branch schools were educating about a thousand pupils.)

II--(1).

A STATEMENT OF THE PROGRESS OF EDUCATION FROM 1854 TO 1871.

As this statement is to be drawn up so as to show the extent to which the objects indicated in the several despatches from the Secretary of State have been attained, the purport of the two principal despatches may be first stated.

1. The despatch of 1854 commends to the special attention of the Government of India the improvement and far wider extension of education, both English and Vernacular, and prescribes as means for the attainment of these objects, (1) the constitution of a separate department of the administration for education, (2) the institution of universities at the presidency towns, (3) the establishment of institutions for training teachers for all classes of schools, (4) the maintenance of the existing Government colleges and high schools, and the increase of their number when necessary, (5) the establishment of new middle schools, (6) increased attention to Vernacular schools, indigenous or otherwise, for elementary education, and (7) the introduction of a system of Grants-in-Aid. The attention of Government is specially directed to placing the means of acquiring useful and practical knowledge within the reach of the great mass of the people. (The English language is to be the medium of instruction in the higher branches, and the vernacular in the lower. English is to be taught wherever there is a demand for it, but it is not to be substituted for the vernacular languages of the country. The system of Grants-in-Aid is to be based on the principle of perfect religious neutrality. Aid is to be given (so far as the requirements of each particular district as compared with others and the funds at the disposal of Government may render it possible) to all schools imparting a good secular education, provided they are under adequate local management and are subject to Government inspection, and provided that fees however small are charged in them. Grants are to be for specific objects, and their amount and continuance to depend on the periodical reports of Government Inspectors. No Government colleges or schools are to be founded where a sufficient number of institutions exist capable, with the aid of Government, of meeting the local demand for education; but new schools and colleges are to be established and maintained where local effort fails to meet the local demand. The discontinuance of any general system of education entirely provided by Government is anticipated with the gradual advance of the system of Grants-in-Aid, but the progress of education is not to be checked in the slightest degree by the abandonment of a single school to probable decay. A comprehensive system of scholarships is to be instituted so as to connect lower schools with Higher, and Higher schools with colleges. Female education is to receive the frank and cordial support of Government. The principal officials in every district are required to aid in the extension of education; and a person who has received a good education is to be preferred to one who has not, in making appointments to posts in the service of Government. Even in lower situations, a man who can read and write is to be preferred to one who cannot, if equally eligible in other respects.)

2. The second great despatch on education, that of 1859, reiterates and confirms the principles laid down in the earlier despatch, with the single exception of the course to be adopted for promoting elementary education. While it records with satisfaction that the system of Grants-in-Aid has been freely accepted by private

schools, both English and Anglo-Vernacular, it notes that the native community have failed to co-operate with Government in promoting elementary vernacular education. The efforts of educational officers to obtain the necessary local support for the establishment of vernacular schools under the Grant-in-Aid system are, it points out, likely to create a prejudice against education, to render the Government unpopular and even to compromise the dignity of Government. The soliciting of contributions from the people is declared inexpedient, and strong doubts are expressed as to the suitability of the Grant-in-Aid system for the supply of vernacular education to the masses of the population. Such vernacular instruction should, it is suggested, be provided by the direct instrumentality of Government, by means of a compulsory rate.)

3. During the year 1855-56, steps were taken to carry out the measures ordered in the Despatch of 1854. A Director of Public Instruction, 4 Principal Inspectors of schools, 20 Zillah Visitors and 60 Sub-Assistant Inspectors were sanctioned. Only three Inspectors, were however, appointed. (The year 1855-56 saw the re-organization of the principal Government Institution in the town of Madras under the designation of the Presidency College, the establishment of a Government Normal school, the commencement of a system of Anglo-Vernacular middle and Vernacular Talook schools, the extension of the measures for the promotion of vernacular education in the district of Rajamundry, and the application of the Grant-in-Aid system.)

4. (The towns of Cumbaconum, Bellary, Calicut and Rajamundry had each a provincial school.) The provincial school at Cuddalore was reduced to the grade of a zillah school, and two zillah schools were set on foot at Chittore and Salem. (The system of vernacular Talook schools, commenced during this year, contemplated the establishment of 100 such schools in various parts of the country.) Over twenty schools of this type were opened during the year. As regards these schools, it is worthy of note that, owing to the apathy of the native community towards vernacular education, it was thought expedient to add instruction in the rudiments of the English language to the regular Vernacular course, but the Inspectors of schools were at the same time instructed to prevent any undue prominence being given to the study of English. These talook schools were intended to serve as model Vernacular schools, an object to some extent frustrated by the introduction of the study of English. The number of village schools in the district of Rajamundry rose in the six months ending 30th April 1856 from 56 to 77, and the number of pupils in them from 980 to 1404. This was the only attempt yet made by Government to improve and extend vernacular education. In 1853, Mr. G. N. Taylor, the Sub-Collector of Rajamundry had established an Anglo-Vernacular school at Narsapure, his head-quarters, and three branch schools in three towns in that neighbourhood. These schools were partly maintained by Mr. Taylor and partly by local subscriptions. In course of time, their successful working attracted the attention of the neighbouring ryots, who applied to the Sub-Collector to establish Vernacular schools in their villages, offering to defray the cost by a fixed annual addition to the revenue demand on their villages, to be made at the annual joint rent settlement. In pursuance of this scheme schools were established in some central villages; some of the larger schools were provided by Government with masters of a better kind than the ryots could pay for. These masters had to inspect all schools within a certain range; and there was a Native Inspector to superintend the whole. (In the Report of Public Instruction for 1856-57, Mr. Arbuthnot, the then Director of Public Instruction, observes that "the Rajamundry system cannot be introduced into ryotwar districts upon the principle on which its introduction was sanctioned, viz., that the rate shall be raised voluntarily," and that "it seems to be extremely doubtful whether ever in Rajamundry the rate can properly be called voluntary.")

5. In August 1855 the first Grant-in-Aid rules for Madras were published. The conditions of aid were not many or complex :—
 Grant-in-Aid rules of 1855. Grants were to be given for specific purposes, and not to exceed the sum contributed—fees were compulsory in all except Normal and female schools. The following were named as “the specific objects.”

- “1st.—The erection, enlargement, or repair of school buildings.”
 “2nd.—The provision of school furniture.”
 “3rd.—The augmentation of the salaries of the teachers, or provision of additional teachers.”
 “4th.—The provision of stipends for pupil teachers, and of gratuities to teachers who undertake to instruct them.”
 “5th.—The provision of school books, maps and school apparatus at reduced prices according to the circumstances of the case.”
 [“Grants will also be given in aid of scholarships and of stipends for Normal students, the rules for which will be notified hereafter.”]

These ‘rules’ remained in force up to 1858, and the following figures show the extent to which they were taken advantage of

YEAR.	GRANT.				REMARKS.
	Salary.	Buildings.	Scholarships.	Total.	
	Rs.	Rs.	Rs.	Rs.	
1855-56	4,605	(a) 7,000	...	11,605	(a) To the Harris School.
1856-57	13,405	...	52	13,457	(b) To the Doveton College.
1857-58	16,962	(b) 10,000	154	27,116	
1858-59	26,036	(c) 20,000	319	46,355	(c) Ditto ditto.

It is interesting, at this time, to note that one of the first Grants-in-Aid in this Presidency was a building grant of Rs. 7,000 to the Harris school—a school for Musalmans exclusively.

6. The following quotation from the report of the Director of Public Instruction for 1858-59 will show that there was every disposition to give the Grant-in-Aid system fair play. He wrote:—

“If it were possible to rely on this system for the extension of education throughout the country, it would have been on every account, desirable that the Government should have confined itself to it entirely and abandoned the establishment of schools of its own.....It seems desirable that, in all our educational operations, the eventual resort to the Grant-in-Aid system as the main course of action should be steadily kept in view encouraging and taking advantage of every opening for its introduction.”

After giving figures, Mr. Arbuthnot continued:—

“It will be seen how sparingly the Natives have as yet taken advantage of the Grant-in-Aid system.....It will also be apparent that with the exception of Tinnevely (and even of it a considerable tract has been as yet untouched by the operations of the great missionary societies) there is no district in this Presidency in which it would have been possible to depend upon the Grant-in-Aid system for carrying out the instructions for the extension of education conveyed in the despatch of 1854, applying to those instructions the most limited construction that could be put on them. But it is no less true that, when it has been possible to resort to the Grant-in-Aid plan, the saving or expenditure has been great; and although it is probable that the time is still far distant when it will be possible to dispense with the limited number of Government schools which have been or are likely to be established, I would view these schools rather as pioneers, and as models to be followed and eventually to be superseded by others established on the Grant-in-Aid system.”

7. The defects of the rules of 1855 were thus summarised by the Director when he proposed amended ones:—

“They did not specify by what considerations the exact amount of the grant was to be determined except in so far as it is subject to the condition that the grant shall not exceed the amount

(or as it has been since determined one-half the amount) contributed from local sources. They did not define what qualifications should be required or what deficiencies should be deemed either to be a bar to any grant at all being given or to necessitate the reduction of the grant which otherwise, with reference to the amount of local contributions, might have been assigned. They did not require that in order that a teacher might be eligible to receive from the Government a certain sum in augmentation of his salary, he should prove that he acquired a certain amount of knowledge and a certain degree of ability in imparting it to others, so far as the latter can be ascertained by a definite standard.....It was especially with the view of ‘improving the rules relating to Grants-in-Aid of teachers’ salaries that a new code was recommended’.

8. A new code came into operation in 1858. It specified the same objects for aid as the former code, except that scholarships were omitted, while school and lending libraries were added; and the ‘conditions’ were elaborated, especially as regards salary grants, which were determined by a system of certificates, of which there were nine grades for schoolmasters and five for schoolmistresses. These certificates were awarded on the results of a departmental examination calculated to test the general attainments of the candidate as well as his teaching power. The amount of the salary grant was not to exceed one-third of the total salary. “This proviso was introduced in consequence of the apparent indisposition on the part of the Supreme Government to sanction any considerable expenditure on Grants-in-Aid.” The result was that the system received little extension; and the comparative failure of the rules was attributed to “errors in them,” and to omissions and want of adequate co-operation on the part of Managers of schools.”

9. After much discussion a third set of Grant-in-Aid rules was brought into force from January 1st, 1865. One important concession in them was that one-third salary grants might be given to uncertificated teachers, while the proportion for certificated teachers was raised to one-half. The most important feature of this code as regards primary education was, however, the introduction of the system of payment by results, though elementary schools had still the option of receiving aid under the salary grant system. In practice the standards prescribed for result grants were found to be unduly high, and failure, even in a single subject, was held to disqualify for a grant, so that the rules remained practically inoperative. The general rules bore fruit, however, in greatly increasing salary and other grants, the number of schools aided having risen from 502 in 1864-65 to 775 in 1865-66, and the aggregate amount of grants from Rs. 89,802 to Rs. 1,16,876, distributed thus:—

CLASS OF SCHOOL.	1864-65.	1865-66.
	Rs.	Rs.
Mission	51,145	64,924
Hindu Managers	13,297	24,433
Others	25,359	27,519

10. The following figures shew the progress made in Grants-in-Aid* during the next five years:—

GRANTS.						
YEAR.	Salary.	Building.	Result.	Other.	TOTAL.	REMARKS.
	Rs.	Rs.	Rs.	Rs.	Rs.	
1866-67	1,21,272*	...	...	...	1,21,272	a For eleven months only.
1867-68	1,61,194	7,421	788	(a) 3,465	1,72,868	(a) Rs. 555—Scholarships, the balance furniture, prize, &c.
1868-69	2,11,532	3,641	23,863	(b) 6,595	2,45,631	(b) Rs. 2,056 do. do. do.
1869-70	2,60,317	29,254	41,404	(c) 6,162	3,37,136	(c) " 2,649 do. do. do.
1870-71	2,47,587	29,097	85,761	(d) 2,046	3,64,491	(d) " 1,969 do. do. do.

* Including grants for special education.

But, as already stated, the result rules remained nearly a dead letter, and as early as July 1866 Government called on the Director to revise them. The general rules were also objected to, and a Despatch of March 1866 from the Secretary of State stated that "under the (general) rules in force in Madras aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education." The Director pointed out that this was based on a misconception, as grants were also issued for scholarships, books, libraries, buildings and furniture.

A few minor modifications were made in the scheme for general grants that came into operation in 1865, but as a whole, that scheme remained in force up to the first of April 1880, when its place was taken by the present Code.

11. A new scheme for result grants was issued, and came into force from January 1, 1868. This scheme is that under which elementary education in the Madras Presidency received its first great development, it is therefore of historical value, and so is here given complete, as follows:—

SCHEME FOR GRANTS-IN-AID ON THE "PAYMENT FOR RESULTS SYSTEM."

SCHEDULE A.

STANDARDS OF EXAMINATION.

1ST LOWEST STANDARD.

- (1).—*Vernacular Reading.* As in the 1st part of the 1st Book of Lessons in Tamil. The meanings of words to be given.
- (2).—*Writing,* in a large hand, short words out of the Reading Book.
- (3).—*Arithmetic.* Notation to thousands, easy addition, and the multiplication table to five times five. English is to be used in all cases.

2ND STANDARD.

- (1).—*Vernacular Reading.* As in the 2nd part of the 1st Book of Lessons in Tamil, and the first twenty-five lessons of the 2nd Book. Explanation to be given.
- (2).—*Writing,* from dictation, short sentences out of the Reading Book.
- (3).—*Arithmetic.* Subtraction, multiplication, and division. The multiplication table to twelve times twelve.

3RD STANDARD.

- (1).—*Vernacular Reading.* As in the 2nd Book of Lessons in Tamil generally, with explanation.
- (2).—*Writing,* from dictation, in small hand, out of the Reading Book.
- (3).—*Arithmetic.* Compound rules and reduction, with the ordinary weight, measure and money tables.
- (4).—*Grammar.* Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.
- (5).—*Geography* of the District in which the school is situated.
- (6).—*English Reading.* As in the 1st Book of Reading of the Madras School Book Society, with explanation in a Vernacular.
- (7).—*Writing,* in large hand, easy words from the English Reading Book.

4TH STANDARD.

- (1).—*Vernacular Reading.* As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.
- (2).—*Writing,* from dictation, out of the Reading Book.
- (3).—*Arithmetic.* Moderately easy practical questions in vulgar fractions and simple proportion.
- (4).—*Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.
- (5).—*Geography* of the Madras Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "Short Account of the Madras Presidency" in connection with a Map.
- (6).—*English Reading.* As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into a Vernacular.
- (7).—*Writing,* from dictation, out of English Reading Book.
- (8).—*English Grammar,* Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	VERNACULAR.					ENGLISH OR EXTRA LANGUAGE.			
	1	2	3	4	5	6	7	8	Total Rupees.
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Reading.	Writing.	Grammar.	Total Rupees.
1st Standard	1	1	1	...	...	2½	...	...	...
2nd do.	1½	1	1½	...	...	4	...	...	...
3rd do.	2	1	2	1	½	6½	2	1	3
4th do.	3	1	3	1½	1½	10	3	1½	6

(a). For English and Eurasian children, the English language may be taken as the vernacular; and, in the place of English as an extra language, one of the vernaculars of the Presidency—Tamil, Telugu, Canarese, Malayalam and Hindustani—may be brought up.

(b). In the case of girls' schools the grants will be 50 per cent. higher; and, in addition, a grant of Rupees 2 will be given for tolerably fair plain needle-work, and one of Rupees 4 for decidedly good work of the same description. A capitation grant of one Rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year.

Special Regulations in connection with the system of "payment for results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations* will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the result of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment for results; and, at the same time, a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system, must reach the Inspector at least three months before, in the course of his ordinary tour, he will visit the District in which the school is situated. If this condition is not fulfilled, the Inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the Inspector is to send a Memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. When the preliminary conditions are fulfilled, the Inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application requesting that the sum stated by the Inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary grant system cannot claim assistance under the "payment for results" system, and vice versa.

10. All schools receiving aid under the system of "payment for results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the Inspector to that head. The Inspector is at liberty, however, to allow a small deficiency under one head to be compensated for by superior proficiency under another.

* The Director of Public Instruction considers that now half-yearly examinations should be discontinued, and only annual examination be given to Results' Schools.—Proceedings of the Director of Public Instruction, dated 18th September 1872, No. 2023.

FORM C.

1	2	3	4	5	6	7	8	9
Locality.	Description of school.	Responsible Managers.	Number of Masters.	Average number of pupils during the last three months.	Average monthly expenditure for the last three months.	Average monthly fee collection for the last three months.	Probable number of pupils that will be presented to the Inspector for examination under each standard.	REMARKS.

We, the responsible managers of the above school, promise to comply with all the provisions of the Grant-in-Aid rules, in case of our receiving a grant according to the system of payment for results.

The better adaptation of these rules to promote primary education by the system of payment-for-results soon became apparent, as will be seen from the following figures:—

YEAR.	Number of Schools Aided.	Number of Pupils.	Amount of Grant sanctioned.
			Rs.
1868-69	494	15,071	24,499
1869-70	1,065	30,891	50,578
1870-71	1,606	45,289	78,176

The rules, it may be noted, contain the special proviso that grants for girls were to be 50 per cent. higher than those for boys, while in girls' schools there was also a capitation grant on attendance.

12. The earlier reports do not treat female education separately, and from many of them the exact number of schools or amount of grants cannot be obtained, nor is it always possible to distinguish result from non-result grants, or to say how many of the girls returned were in female and how many in mixed schools. It has however seemed desirable to trace the progress of female education up to 1871 as far as can be done, and with this object the following statement has been prepared.

Number of Girls' Schools and Pupils, with Amount of Grants.

YEAR.	Schools.	Pupils.	Grants.	REMARKS.
			Rs.	
1858-59	39	1,835	1,589	
1859-60	52	Not given separately for girls.		
1860-61	a	1,083	a	a. Not obtainable.
1861-62	a	4,132	a	
1862-63	28	1,362	...	
1863-64	70	2,728	5,628	
1864-65	75	3,114	3,851	
1865-66	130	4,176	5,617	
1866-67	75b	4,638	4,947	
1867-68	110	6,510	6,119	
1868-69	117	8,009	16,196	c. Of these 91 had middle departments, and one a high department.
1869-70	128	9,421	22,950	
1870-71	138c	10,185	25,682	

For the later years the figures are probably to be relied on, and they show a steady addition to numbers, and considerably increased aid from Government.

"Of the 10,185 girls returned in the report for 1870-71, 7,245 were in 138 Girls' schools, including seven in the Madras female Normal school, and 58 in the Sarah Tucker's female training institution at Palamcottah; 2,148 attended 289 "mixed schools," and 792 were under instruction in village boys' schools. English was studied by 2,810; Tamil by 5,788; Telugu by 1,397; Malayalam by 703; Canarese by 221; Tulu by 25; and French by 7. It may be remarked that 229 of the schools attended by girls were aided under the ordinary salary grant rules, 334 worked under the results' system, 4 were aided from other than educational funds, and 56 received no aid."

13. There had also been instituted under the rules of 1858 an Annual examination for schoolmistresses' certificates, and this gradually developed into a comparative examination for girls' schools, numbers of pupils being sent in who were mere children, with no training for teachers, and no intention of engaging in teaching. As supplying standards for schools the examination became a means of raising the quality of the teaching; it has also enabled a large number of young women to qualify themselves for honourable and remunerative employment, thus again acting on education by improving its agents. These examinations will be farther noticed in the history of the decade succeeding the period under review. The following figures record their development up to 1871.

b A number of Elementary Church Mission and S. P. G. schools in the south of the Presidency appear to have been omitted from the Report for 1866-67.

Candidate Mistresses.

YEAR.	NUMBER.						
	Registered.			Passed.			
	I	II	III	I	II	III	
1862-63	3	7	17	...	3	5*	*During these three years the grades were not quite the same.—From 1865-66 the standards were uniform.
1863-64	...	3	18	...	1	2*	
1864-65	4	6	25	3	1	8*	
1865-66	1	1	38	0	0	18	
1866-67	0	9	54	0	2	20	
1867-68	2	10	14	1	3	5	
1868-69	5	12	21	2	7	7	
1869-70	11	5	59	2	7†	29	† Two of these came up for the first grade, but passed only for the second.
1870-71	18	26	97	4	8	29	

14. Prior to the passing of Acts III, IV, and V of 1871 there had been only one Act in force in this Presidency, which provided for the development of education by supplying by local taxation the means for maintaining schools, more particularly those of an elementary character. This Act, VI of 1863, known as the Voluntary Education Act, was especially intended to give legal sanction and permanence to the Rajamundry schools mentioned in paragraph 4, which had for some time been maintained partly by Grants-in-Aid and partly by a quasi-voluntary cess. The Act provided a certain machinery for the collection of a rate, and for the management of the schools to be maintained by the rate. The rate was local, *i.e.*, confined to a particular village or to a small circle of villages. The managers were the division revenue officer, the Inspector, and the Deputy Inspector of Schools, and certain commissioners selected by the Collector in communication with the inhabitants. The Act, as already stated, failed, partly because the desire for improved education was not very real in many communities, and partly because the machinery of management provided was not suitable. The Act when it was finally cancelled by Acts III and IV of 1871 had been introduced into only nine districts, and no more than 104 schools were maintained from rates raised under it. Most of the schools were middle and not elementary, except in the Godavari district, whilst two were high schools. In Godavari itself the operation of the Act had reduced the number of schools from 100 to 48.

15. There were five Government colleges, two of them teaching up to the B. A. examination. Three out of the four provincial schools which existed in 1855-56 had been raised to the rank of colleges, *viz.*, those at Combaconum, Calicut, and Bellary, the first in 1866-67 and the two last in 1867-68. The provincial school at Mangalore, established in 1867, was made a second-grade college in 1869. The provincial school at Rajamundry still continued to be a high school. When these provincial schools were first established, it was intended that they should eventually be raised to colleges, to serve as central institutions for the several parts of the country in which they were located. The number of students in the collegiate departments was 288. The number of Government high and middle schools

rose from 7 in 1855-56 to 82 in 1870-71. The only Government primary schools were the 16 hill schools of Ganjam, and the Yenadi school in the district of Nellore. The total number of pupils in all the Government institutions was 10,089, of whom 12 were girls. The part taken by Government in primary and female education had thus been all but exclusively by means of Grants-in-Aid. The net expenditure of Government in its own institutions for general education rose from Rs. 95,704 in 1855-56 to Rs. 2,13,472 in 1870-71.

16. The number of private colleges was 7, one of them, the Free Church Mission Central Institution—the present Christian College—being a first-grade college, *i.e.*, teaching up to the B.A. degree examination. This institution first sent up candidates for the B. A. examination in 1868-69, passing 5 out of a total of 40 successful candidates for that year. These seven colleges contained 151 pupils in the collegiate department. Three of them were located in Madras, the Free Church Mission Central Institution, the Doveton Protestant College, and the Sullivan's Gardens Seminary. The Church Mission Society had a college at Masulipatam, and the Gospel Society one at Tanjore. There was St. Joseph's College at Negapatam; and a school established at Coimbatore by a benevolent European gentleman, Mr. Stanes, and maintained originally by private subscriptions supplemented by fees and Government grants, had for the first time sent up candidates for the F. A. examination in 1868-69. The number of private high and middle schools for boys was 448 with 29,301 pupils. The number of primary schools for boys was 2,474 with 55,835 pupils. The number of mixed primary schools 264, containing in all 9,007 boys and 2,136 girls.

17. There were 8 Government Normal schools for training male teachers, with 188 students, and one for training female teachers with 7 students. The number of private institutions for training schoolmasters was five, with 206 students; and for training schoolmistresses one, with 58 students.

18. The following distribution of schools and colleges in the several districts in 1870-71, with reference to the agency by which they were managed, will throw light on the question as to how far other agencies had co-operated with Government. This statement also shews the comparative educational condition of each district:—

DISTRICT.	GOVERNMENT INSTITUTIONS FOR BOYS.				PRIVATE INSTITUTIONS FOR BOYS.				PRIVATE INSTITUTIONS FOR GIRLS.		
	Colleges.	High Schools.	Middle Schools.	Primary Schools.	Colleges.	High Schools.	Middle Schools.	Primary Schools.	High Schools.	Middle Schools.	Primary Schools.
Gunjam	...	1	5	16	...	...	9	47	...	...	1
Vizagapatam	...	...	6	..	...	3	17	67	...	...	1
Godavery	...	1	2	...	...	3	30	132	...	...	1
Kistna	...	...	2	...	1	2	11	67	...	...	...
Bellary	1	1	2	...	...	1	15	132	...	1	...
Cuddapah	...	1	...	...	...	...	8	183	...	1	...
Kurnool	...	1	2	...	...	...	4	132	...	...	...
Nellore	...	...	1	1	...	1	13	229	...	2	...
Madras	1	2	1	...	3	14	25	21	1	28	8
Chingleput	...	...	6	..	...	1	5	143	...	7	...
South Arcot	...	1	9	...	...	2	12	193	...	3	2
North Arcot	...	1	5	...	...	...	28	154	...	3	...
Salem	...	1	5	...	...	...	36	110	...	6	...
Tanjore	1	1	6	...	2	6	45	45	...	13	...
Trichinopoly	...	...	1	...	...	2	32	33	...	4	...
Madura	...	1	2	...	...	...	11	257	...	...	4
Tinnevelly	...	...	...	...	...	1	42	243	...	14	21
Coimbatore	...	...	6	...	1	1	37	345	...	...	...
Nilgiri	...	...	...	...	...	...	3	...	...	1	...
Malabar	1	1	3	...	...	2	35	145	...	6	2
South Canara	1	1	4	...	...	...	15	67	...	1	5
TOTAL	5	14	68	17	7	39	433	2,738	1	90	45

It appears from this table that Madras and Tanjore were far ahead of the other districts in higher education, and that primary education had reached its highest development in Coimbatore, Madura, and Tinnevelly. The only place in which a Government college existed by the side of an aided college was Madras; and the only towns where Government schools shared the work of education with aided schools were Bellary, Cuddalore, and Salem. In Bellary, the Wardlaw institution was established by the London Mission Society in 1838. The Director in his Report for 1870-71 says of it that it "possesses only a doubtful claim to its position as a higher class school." The Government provincial school at Bellary was established in 1855, presumably on the assumption that the educational wants of

the town were not adequately met by the London mission school. The Cuddalore provincial school was established, in 1853, and St. Joseph's school, Cuddalore, in 1868. The Government school at Salem was begun in 1857, and was in 1871 the only high school in that district. The London mission and town schools of Salem were established the former in 1869 and the latter in 1868, and they were both of them middle schools in 1871. (In the town of Madras, there were two Government high schools, one attached to the Presidency College, and the other, the Madrasa-i-Azam, a special school for Musalmans.)

19. The University of Madras was incorporated by an Act dated 5th September 1857, "for the purpose of ascertaining by means of examinations, the persons who have obtained proficiency in different branches of literature, science and art, and of rewarding them by academical degrees as evidence of their respective attainments, and marks of honor proportioned thereunto."

The first entrance examination was held in September 1857, and the first examination for the degree of B. A. in February 1858. In 1863-64, an examination called the first examination in arts was interposed between the matriculation and B. A. examinations. The course for the B. A. degree extending over three years, candidates for the F. A. examination were allowed to go up one year after matriculating. But the interval between the matriculation and F. A. examinations was afterwards extended to two years, so that those who matriculated in 1869 could go up for the F. A. examination only in 1871. The compulsory subjects for the B. A. degree examination were English language and literature, history, pure mathematics, moral philosophy and a vernacular or a classical language. Candidates were allowed to choose one out of three alternative subjects, (a) mixed mathematics, (b) logic and mental sciences, or (c) physics, inorganic chemistry, physiology and physical geography. The subjoined statement shews that there was steady progress in the

Numbers passing the University examinations in Arts and Law.

YEARS.	Matriculation.	First Examination in Arts.	Bachelor of Arts.	Master of Arts.	Bachelor of Laws.	Master of Laws.
5 years ending in 1861	155	...	21	...	4	...
5 years ending in 1866	780	149	41	...	12	...
5 years ending in 1871	1,793	703	135	6	52	2
TOTAL	2,728	852	197	6	68	2

There were, besides, 8 bachelors of civil engineering, 2 bachelors of medicine and 1 doctor of medicine. Of the 2,728 candidates that matriculated up to 1870-71, 1,331 came from Government and 977 from aided schools, the remaining 420 were educated privately or in schools and colleges beyond the limits of the Presidency. Of the 852 that had passed the F. A. examination, 414 were from Government and 203 from aided colleges; and of the 197 Bachelors of Arts, 157 belonged to Government colleges against 12 from aided ones. The remaining 135 F. A. men and 28 B. A's., had been educated privately or were from colleges outside the limits of the Presidency.

20. During the year 1855-56, sanction was obtained from the Supreme Government for spending Rs. 25,000 on Grants-in-Aid. This amount, it was contended by the Madras authorities fell far short of the requirements of the Presidency; and

Growth and development of the Grant-in-Aid System.

The *absolute* cost of direction and inspection was about trebled in the course of fifteen years, but its *proportion* to the whole educational expenditure fell from 23.2 to 18.4 per cent. The increase of absolute cost was due to increased agency. In 1855-56 there were three Inspectors with a very limited staff of subordinates: in 1860-61, there were five Inspectors, one Special Deputy Inspector in charge of Malabar and Canara, and eleven other Deputy Inspectors. In 1870-71, there were 6 Inspectors, 19 Deputy Inspectors, 31 Inspecting Schoolmasters, and one Superintendent of Hill schools.

The next point of importance brought out by the statement is the gradual falling off in the percentage of Government expenditure on direct education. Taking general education only, it is seen that the expenditure on direct Government institutions fell while for aided ones it rose, the percentages being as follow:—

	1855-56.	'60-1.	'65-6.	'70-1.
Government	36.1	[not given]	30.4	22.9
Aided	4.4	6.6	20.1	35.9

To put it simply, in 1855-56 Government spent on its own schools Rs. 36 against Rs. 4½ on aided ones; while in 1870-71, it spent Rs. 23 on its own schools against Rs. 36 on aided ones. These figures show that the principles enunciated in the quotations on page 11 had not been lost sight of.

23. The preceding figures and statements furnish an answer to the question,—
General Remarks and Recapitulation. to what extent the objects indicated in the several despatches from the Secretary of State had been attained up to 1870-71. One important object of the Despatch of 1854 was to divert the efforts of Government from the education of the higher classes, upon whom they had up to that date been too exclusively directed, and to turn them to the wider extension of education among all classes of the people. Government did but little directly in providing primary instruction for the masses; but out of 3,360 private institutions for general education that existed in 1870-71, no fewer than 2,738 were primary schools for boys; and the report for 1870-71 gives 2,204 as the number of aided schools other than those under the Madras Act. This Act was intended to provide elementary education for the masses, but it failed in a signal manner.

24. The Despatch requires that schools, whether Government or aided, should exist in regular gradation, from those which give the humblest elementary instruction to the highest colleges. As regards schools in regular gradation, the insufficiency of the provision for primary education has been already commented on. Seven districts out of twenty-one had colleges, Madras and Combaconum having first-grade colleges; and Kistna, Bellary, Tanjore, Coimbatore, Malabar and South Canara second-grade ones. There were 53 high schools distributed among 20 districts, and the only district not provided with a high school was the Nilgiris. Middle and primary schools existed in all the districts, Tanjore having the largest number of middle schools—51—and Coimbatore the largest number of primary schools—345.

25. No comprehensive system of scholarships, similar to that sketched out in the Despatch of 1854, has, even up to the present day, been put in force in the Madras Presidency. The great bulk of the expenditure on this head has always been in connexion with professional training, either in Normal schools or in the Medical and Civil Engineering Colleges. In the year 1862, ten Government scholarships of the value of Rs. 10 per mensem each were awarded on the results of the matriculation examination. These scholarships were tenable for three years in any

institution educating its pupils up to the standard of the B.A. degree examination. During the year 1865, the number of these scholarships was raised from 10 to 15, and with a view to incite scholarship-holders to secure a place in the higher class in the F.A. examination, any scholarship-holder taking a place in the first class of the first examination in Arts had an addition of Rs. 5 per mensem made to his stipend during the concluding two years of his preparation for the B.A. examination. The total Government expenditure on scholarships for general education during 1870-71 was Rs. 7,949. There were, besides, 15 scholarships in all at the Presidency college and the provincial colleges of Combaconum and Calicut, paid out of private endowments. The aggregate value of these scholarships was about Rs. 1,400, and they were all held in collegiate classes. In non-Government colleges also, there were a few scholarships, though full statistics on the point are not accessible.

26. The Despatch of 1854 lays stress on using the vernacular languages as the media of instruction, while it allows the teaching of English whenever there is a demand for that language. This requirement has to a large extent been satisfied by the exclusion of English from the two lowest of the standards for results-grants, and by insisting on the pupils of the three lowest classes of Government schools being taught subjects like history, geography and arithmetic through a vernacular medium.

27. Up to 1870-71, nothing had been done directly by Government in the matter of female education except the establishment of a female Normal school, in December 1870. The progress of female education under agencies aided by Government had not, however, been inconsiderable, as shown in some detail on pages 17 and 18; and it may be inferred that the Government of Madras had extended to native female education that 'frank and cordial support' which the Despatch of 1854 heartily approved of. It goes without saying that but a beginning had as yet been made. According to the census of 1871, of the Native Christian females of school-going age only 1 out of 10, and of Hindu females only 1 out of 509, had received any education. Out of a population of 1,880,720 Muhammadans, very few girls had received instruction in schools.)

28. The only point remaining to be noticed is the condition of Muhammadan education at the end of the period under review. In the town of Madras there were three schools specially for Muhammadans, two Government, viz., the Madrasa-i-Azam, and the Mylapore Middle school; and one aided, the Harris' school. The total number of Muhammadan boys under instruction throughout the Presidency was 4,301, which gives 1 to every 33 Muhammadan male children of school-going age. So far as the ratio is concerned, this is more satisfactory than the ratio in the case of Hindu boys; but a very false impression of the relative progress of education among the two communities would be created by merely comparing these ratios and drawing conclusions therefrom. A very large majority of the Muhammadan boys belonged to the primary classes. Few of them were to be found in the middle school classes, and fewer still in the matriculation class; and a Muhammadan student in a college class was quite a rarity. During the fourteen years that the University had been holding its several examinations, only 41 Muhammadans passed the matriculation examination, five the F.A. and none the B.A. examination. The numbers that had gone up for the lower University examinations,—181 for matriculation and 41 for the first examination in Arts—are not more encouraging.

II-(2).

A STATEMENT OF THE PROGRESS OF EDUCATION DURING THE PERIOD
FROM THE 1ST APRIL 1871 TO THE 31ST MARCH 1881.

In considering the history of education during these ten years, it will be convenient to begin with a brief notice of the Legislation affecting it and the rules under which aid was administered.

2. The plan of supplementing Imperial grants by local taxation for local purposes had already been adopted, and successfully worked in certain directions, in the Madras Presidency, under Acts providing by local taxation for the formation and maintenance of roads and for the conservancy of the principal towns. This scheme had only to be expanded, which was done by Act IV of 1871 or the 'Local Funds Act,' in which funds were provided for the maintenance of elementary schools either wholly or by means of Grants-in-Aid, for the inspection of schools, for the training of teachers and for the construction and repair of school-houses. Any district or part of a district to which the Act might be applied was to be called a 'local fund circle.' Each board was to contain three or more non-official members, and an equal or a smaller number of official members including the Collector, who was to be *ex-officio* president of every board in his district. The vice-president might be any member selected by the President. The entire executive power was vested in the President. Government reserved to itself the power of appointing local committees for the management of schools, dispensaries, &c., but such committees were to act in subordination to the Boards. It has been the practice for the Presidents to consult the Inspectors of Schools regarding educational appointments.

3. One of the taxes leviable under this Act was a house-tax, which was specially intended for educational purposes. There were four funds, denominated Road, endowment, union and general funds. Villages, groups of villages, or townships, in which Government might direct the imposition of the house-tax were called 'Unions.' The proceeds of the house-tax together with the school fees, &c., were to be designated 'union funds.' The union fund was to be applied in the first instance to defray educational expenditure. The rate schools under Act VI of 1863 were transferred to the boards. The levy of school fees was left optional. Aid might be given on either the salary or the results system. Any private school of the lower class, in which 30 per cent. of the pupils had, for two consecutive years, qualified for results grants was to be constituted a 'union' or 'local fund' school, unless the inhabitants desired to establish a school on the salary grant system. All proposals regarding such schools were to go to the Board of Revenue through the Director of Public Instruction, and the Divisional Inspector was to be allowed an opportunity of expressing his opinion. Two-thirds of the salaries and travelling allowances of the Deputy Inspectors of Schools was to be charged against local funds, while the cost of any addition to the staff and all charges for inspecting schoolmasters were to be met entirely from Local Funds. Inspecting schoolmasters and masters of local fund schools of the higher and middle classes were declared eligible for pension.

4. Act III of 1871 provided for towns what Act IV had done for rural districts. There is, however, one essential difference, namely, that while Act IV imposes a special tax for educational purposes, Act III simply lays down that municipal funds shall be applicable to the support of education.

5. For the Madras Municipality Act V of 1878 limits the responsibilities of the municipal commission to aiding schools for the education of the poor, but it gives no definition of poverty.

6. The administration of these Acts has been affected by various Government Orders. The Acts left undefined, except for the town of Madras, the description of education to which municipal and local funds were applicable. Government in April 1871 explained that, as a rule, these funds were to be applied to elementary education. The exceptions allowed were the rate schools of the higher and middle classes established under Act VI of 1863, medical and technical institutions. Under these exceptional provisions, local fund boards and municipalities had charge, in 1871-72, of two high schools and 76 middle class schools. The number of elementary schools, maintained by local fund boards and municipalities was 185. Of these the two high schools, 60 middle class schools and 47 elementary schools had previously been rate schools. The small increase in the number of middle class schools, as compared with the very large increase in the number of elementary ones, shews that the principle of applying the funds chiefly to purposes of elementary education was fairly adhered to.

7. As all results grants to lower class schools were made payable from municipal and local funds, it became a matter of considerable importance to draw a clear and precise line of demarcation between middle class and lower class schools; and Government ruled that the third results standard, inclusive of English, should be the superior limit of instruction in a lower class school.

8. The cost of all Government Normal schools was originally intended to be borne by local and municipal funds, but this intention was only partially carried out and that for a brief interval of time.

9. The house-tax was found to have caused much discontent and opposition, and in March 1873 Government resolved that, where it had been already imposed, it should cease with the end of the official year 1872-73, and that no new unions should be formed for the purpose of imposing the house-tax. A necessary consequence of this order was that the union schools already sanctioned and maintained would be left unprovided with funds. To remedy this, Government assigned a special grant from provincial funds; and by making education a first charge on the one-third land cess, and relieving local funds of all charges for Deputy Inspectors and Normal schools, a total of about 8½ lakhs was made available for education, and Government remarked as follows:—

"The Government have reason to believe that for the present this will suffice to allow of the schemes that have been matured being carried out. The Government trust that hereafter means may be found for affording far more extended encouragement to elementary education from State funds than has hitherto been given, and thus a more near approach may be made to the policy laid down by the Home Government and the Government of India that State expenditure on education should be mainly in the direction of helping those who most need help."

As bearing on this, the Director writes:—

"It was not the original intention of Government that Local funds should benefit at the expense of Provincial funds; but such has practically been the case, for whilst Provincial funds have borne the charges above enumerated (of Deputy Inspectors, Normal and Female schools, &c.) since 1874-75, with a few exceptions Local Boards have not expended more than 50 per cent. of the revenue which they were expected to expend on the development of elementary education."

It must not, however, be forgotten that during three out of the seven years which have elapsed since the changes narrated were introduced have been years of distress among the agricultural population. Nor, what is still more important from certain points of view, that in 1876-77 the Government withdrew from local fund boards the contribution which they had hitherto received from Provincial funds for local trunk lines of road. Nor again, that in some districts, the demand of the people has been rather for hospitals and public conveniences than for schools, and thus funds which would have gone to education have been diverted to objects perhaps even more important in the present state of the country than elementary education, though unquestionably much more might have been effected towards its spread amongst the people had local boards worked with greater system, and proper provision been made for inspection and the education and training of village teachers. A great change is, however, now coming over district administration in these respects."

10. Mr. Howell says of the Madras Education Acts:—

"Their main feature is that it recognises the all-important principle of working through the people in small areas or districts, and that it constitutes in each a local funds board composed of official and non-official residents, similar in character to those contemplated in the English Education Act 1870, and with somewhat similar powers and responsibilities."

11. Of the practical working the Director of Public Instruction in Madras wrote in 1881:—

"So far as I am aware, committees for the management of schools have not been appointed, but in a few towns the duties of the Commission in regard to education have been entrusted to a single member of the Commission especially interested in education work. A few of the old rate schools, however, continued under the management of Committees for some time. Here and there in a town or village a few of the leading inhabitants, or a leading inhabitant, will connect themselves with an elementary school in the capacity of managers, but such instances are rare. To all intents and purposes, except so far as the elementary classes attached to superior schools are concerned, the natives of South India take no part in either controlling or supervising primary schools. Of course indirectly as municipal commissioners and members of local fund boards they are concerned with elementary education. This position can hardly be regarded as one of control and supervision, but of administration only."

12. It has been already noted that the salary grant system had been settled in 1865 and the results grants system in 1868. The rules Grant-in-Aid Rules, and policy of Government. had subsequently been objected to by the Secretary of State, and those for results grants were modified with a view to meet some of these objections, but the salary grant rules were allowed to remain in force for some years longer, with slight modifications relating to building grants, wages of servants and contingencies. In 1873 Government announced their intention to employ for purposes of elementary education some portion of the funds hitherto devoted to higher education, and called upon the Director to suggest ways and means as to how this object could be best effected. Mr. Powell proposed the reduction of salary and other ordinary grants, and the remodelling of Government middle class schools. It was pointed out by him that higher class schools in favourable localities were fast becoming, with the Government grant, self-supporting. He advised that the salary grants to trained teachers should be diminished from one-half to one-third, and to certificated but untrained teachers from one-third to one-fourth, and that no grants should be given to uncertificated teachers.

13. The succeeding Director, in May 1875, suggested that some savings might be effected in the grants to higher and middle class schools by reducing the rates of salary grants, and by having a scale of grants for untrained teachers lower than that for trained teachers, but went on to observe that—

"Although it is probable that the changes proposed will effect some immediate reduction in the Grant-in-Aid expenditure on higher and middle class schools, it will be necessary, if Govern-

ment wish to secure the savings thus produced for elementary education, to declare either that no fresh grants shall be made on account of higher or middle class schools or that they shall be made by transfers from schools which now receive them to other schools which are as yet unaided. Practically, a limit of this kind has been set for some years on Grant-in-Aid expenditure in the town of Madras; and the educational position of the Tanjore district would, perhaps, justify a similar restriction there. But in the greater part of this Presidency there is still so much to be done that I should hesitate to recommend any such measure with regard to the other districts.

"In this Presidency a school which has once secured a grant retains it for an indefinite period, and as has been often pointed out in the annual reports, a very large portion of the amount available for grant-in-aid is spent in the town of Madras. It seems very doubtful whether this expenditure can be regarded as altogether justifiable."

14. After long discussion, carried on by the Government, the Director, the representatives of mission education and the presidents of local boards, the salary grant rules now in force were sanctioned, towards the close of 1879-80; but their provisions do not come fully into operation until the 1st April 1883.

They were to have taken effect from 1882, but the later date was conceded by Government on representations referred to in the following quotation from the Director's report for 1880-81, and it seems not impossible that some further modification will be made:—

"The code should come into force in its entirety on the 1st April 1882 when the third and fourth grants sanctioned tentatively in 1880 will cease, and the grants to teachers will be fixed at one-third, one-fourth or one-fifth according as the teachers hold Normal, ordinary or general education test certificates. A memorial from the executive missionary committee is now before me. It points out the difficulties which the aided schools are encountering generally from the application of the provisions of the new code, the paucity of teachers holding superior Normal and ordinary certificates, and the inexpediency of dispensing abruptly with the services of teachers of long standing and experience on the score of their possessing merely general education certificates or no formal certificates of any kind, and it prays that the relaxations sanctioned in the Notification of the 16th February 1880 in favour of teachers in receipt of grants on the 31st March 1880 may be continued to them and that certain modifications may be sanctioned in the proportion of grants. This memorial on which I have received the opinion of the Inspectors, will be placed before Government shortly with my report, but I feel, considering the double retrenchments which aided schools underwent in 1879 and 1880, and which deprived them of half a lakh of rupees last year, that any further material reductions are not expedient, more especially so long as the rates of fees sanctioned in 1877 remain unchanged. In the town of Madras I would note that the salary grants paid from provincial funds fell from Rs. 90,873 in 1878-79 to Rs. 76,820 in 1879-80 and to Rs. 60,574 in 1880-81, a retrenchment of about Rs. 30,000."

Revised rules for results grants were sanctioned in May 1877. These latter raised the standards in some respects, and reduced the rates by one-third. This reduction was based on the belief that masters and managers were able to make a profit out of the grants even without levying fees, and that the pupils insisted on being taught gratuitously, and even on being subsidized for attending the inspection. The very great decline in the numbers of scholars and schools in 1877-78 and 1878-79 was due partly to the famine and distress that prevailed, but partly also to the stringency of the rules. The South Indian Missionary Conference forwarded a memorial to Government, in June 1879, suggesting some material alterations; and after further discussion, the rules now in force were issued. By these the standards were again lowered, and the old rate of grants was restored.

The complete Code of rules now in force will be found at the end of this Report.

15. The following statement is designed to show the fluctuations during the decade in salary grants in the different parts of the country. It may be desirable to preface the table with the information that, for its educational administration, the Presidency is divided into six divisions, numbered from one to six, beginning from the north-east, as follows:—

* Giving one-third and one-fourth grants till 31st March 1882, to teachers who had been drawing one-half and one-third grants respectively.

Educational Divisions.

	First.	Second.	Third.	Fourth.	Fifth.	Sixth.
Districts.	Ganjam. Vizagapatam. Godavari.	Kistna. Cuddapah. Kurnool. Bellary.	Nellore. Madras (town). Chingleput.	N. Arcot. S. Arcot. Salent. Trichinopoly.	Tanjore. Madura. Tinnevely.	Coimbatore. Malabar. S. Canara. Nilgiri.
Pop.	5,881,747	4,720,517	2,612,006	6,751,445	6,008,876	5,042,072

Statement of Salary Grants actually paid in each of the last ten years in each Educational division.

YEAR.	First Division.	Second Division.	Third Division.	Fourth Division.	Fifth Division.	Sixth Division.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1871-72	29,038	11,531	1,00,046	45,030	27,114	10,939	2,23,728
1872-73	31,399	13,377	1,00,908	45,046	28,921	15,057	2,34,703
1873-74	31,861	14,800	99,908	40,384	28,791	19,186	2,34,930
1874-75	29,241	7,140	98,994	38,019	28,289	2,888	2,04,521*
1875-76	28,001	7,103	1,01,001	37,488	28,565	4,910	2,07,068
1876-77	27,238	7,687	1,00,454	37,515	28,214	4,865	2,05,973
1877-78	16,271	13,984	1,04,714	18,189	46,237	11,962	2,11,357
1878-79	18,015	12,644	1,04,951	18,705	47,126	11,639	2,13,080
1879-80	18,103	12,130	89,255	17,722	44,326	9,580	1,91,121
1880-81	14,696	10,012	70,268	13,449	35,328	9,952	1,53,705

The ten years must be divided into two groups before any comparison except of totals, can be made, as in June and July 1877 there was a re-arrangement of the educational divisions; but each remained unchanged from 1871-72 to 1876-77, and again from 1877-78 to 1880-81. The changes in 1877 involved the reduction in area of the first division, which up to that time included Kistna; and the increase in size of the sixth division by the addition to it of Coimbatore. Among the other four divisions there were interchanges only.

Looking at the totals, it will be seen that the grants reached the maxima in the second and third years of the decade, while the decrease since 1878-79 has been great, from Rs. 2,13,080, first to Rs. 1,91,121, and then to Rs. 1,53,705.

Taking the first six years, there was a slight falling off in the first division, and a very large decrease in the second and sixth; while the third and fifth each show a small advance. The fourth exhibits rather a large falling off. For the last four years every division shows a decline, particularly the third and fourth.

Of the third division the Director wrote as early as in the Report for 1871-72: "The disproportionate share of the salary grant expenditure absorbed by the third division, mainly for schools in and close to Madras, has been often noticed, and new grants are not ordinarily given now in Madras to any but female and pauper schools. In one of the Madras schools the Government grant and the fees left the trustees a considerable surplus. This and other similar facts seem to indicate that at the Presidency the time has come for reducing the proportion of aid given by the State from one-half to one-third."

* The great fall in 1874-75, especially in the second and sixth divisions, is thus accounted for in the Report for that year:—"The decrease is purely a matter of account, as it arises from Local Fund and Municipal schools being in this Report, for the first time, treated as Government schools"—the expenditure on such schools would therefore have been entered as expenditure on Government schools instead of as Grants-in-Aid.

From the beginning of 1879-80 individual reductions, aggregating more than Rs. 20,000, came into force in the following institutions:—

Free Church Institution, Madras.	Govindu Naidu's School, Madras.
Patcheappa's High School, Madras.	Free Church Mission Branch School, Madras.
S. P. G. High School, Vepery, Madras.	Town School, Combaconum.
Church of Scotland Mission School, Madras.	S. P. G. College, Trichinopoly.
London Mission School, Madras.	Tanjore.
Wesleyan Mission School, Madras.	Coimbatore College.
Hindu Proprietary School, Madras.	

The first and the three last were, it will be observed, colleges. Of the remaining nine, eight were high schools, and one—Govindu Naidu's—was a middle school. Nine of the thirteen were in the town of Madras. With one exception, the reductions affected collegiate and high school education, and were therefore in accord with that part of the policy of the Madras Government announced in 1873, as noted in para. 12, which contemplated the reduction of the expenditure on higher education. The complement of the reduction was to be the employment of the funds so saved on elementary education. The 'Report on elementary education' gives the following figures:—

Expenditure from Provincial Revenues on Primary Education.

1879-80	In Government schools	Rs. 82,129	Rs. 139,557
"	" Private	" 1,07,428	
1880-81	In Government schools	" 75,925	Rs. 133,359
"	" Private	" 1,07,434	

There would seem from these figures to have been a reduction of expenditure on elementary education amounting to Rs. 6,000, instead of an increase, the reduction having been in Government schools, and due, we believe, to the abolition of primary classes in the higher class schools. The amount of aid from Provincial funds to private primary education thus remained stationary.

A brief quotation from a letter to Government by the present Director, dated May 1881, will show clearly the avowed objects of the retrenchments and the extent to which they have been met:—

"The objects for which the reductions were made were of two kinds, the first definite, *viz.*, the increased grant to the Church of Scotland school, Vellore, and the appointment of an Inspectress of girls' schools; the second indefinite—building grants to aided schools and new grants to girls' schools...Comparatively small demands for additional aid were made;" and, the Director continues, "I regret to say the savings, aggregating about Rs. 40,000 have been more than swallowed up by the increased cost of Government agency...With the exception of the expenditure on the Inspectress of girls' schools, the savings effected have gone to meet increased expenditure on State agency, and not for promoting the special or general objects, with one exception, which the Government had in view when it sanctioned the first reduction, and subsequently sanctioned the lower rates of aid to private institutions in the revised Grant-in-Aid Code."

At this point, it is essential to a correct understanding of the position, for it to be noted that, in the Madras Presidency, all aid to primary education is made a special charge on local and municipal funds. Provincial funds could therefore be spent on it only by the establishment of Government Primary schools.

The amount paid from local and municipal funds is shown in para. 30.

16. It will be convenient here to give a statement for results grants, to supplement the preceding one for salary grants. The two together will show all aid given by Government, by local fund boards and by municipalities.

Statement showing the progress of Results Grants.

YEAR.	1st Division.	2nd Division.	3rd Division.	4th Division.	5th Division.	6th Division.	Total amount sanctioned.	AMOUNT ACTUALLY PAID			
								From Provincial Funds.	From Municipal Funds.	From Local Funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1871-72	17,168	10,639	13,181	21,832	26,409	13,918	103,147	23,930	12,112	56,165	92,207
1872-73	23,424	15,164	18,768	31,800	37,614	19,307	146,077	21,274	18,644	98,940	138,858
1873-74	23,960	19,078	30,896	42,361	58,727	25,726	205,748	36,179	27,511	126,715	190,405
1874-75	31,426	23,436	40,817	43,848	73,924	37,464	253,915	48,397	26,221	123,303	197,921
1875-76	39,522	19,332	43,660	47,471	89,500	43,346	282,831	53,820	33,009	170,469	257,298
1876-77	56,388	23,688	43,659	52,588	94,367	32,228	...	69,881	33,294	204,743	307,918
1877-78	35,998	23,821	32,814	48,192	93,847	45,268	...	67,329	34,427	178,181	279,940
1878-79	25,385	15,417	17,969	25,530	66,587	23,969	...	50,078	20,241	104,538	174,857
1879-80	28,003	19,048	21,390	25,031	54,669	28,617	...	56,337	21,104	99,297	176,738
1880-81	29,014	29,445	36,007	47,297	82,367	35,236	...	67,827	32,109	159,430	259,366

The figures for the six divisions give for the first five years the grants sanctioned, and for the next five years the grants actually paid.

17. The following statement shows the advance in the number of schools and scholars on the whole and for each great section of the population for the last ten years:—

YEARS.	Schools (aided and unaided).	SCHOLARS.					
		Europeans and Eurasians.	Native Christians.	Hindus.	Muhammads.	Others.	Total.
1871-72	5,124	5,175	13,246	111,224	5,581	16	135,192
1872-73	7,415	4,856	15,086	162,149	9,843	120	192,954
1873-74	8,855	5,264	17,265	191,272	15,503	1,526	230,820
1874-75	9,820	5,096	19,369	209,705	19,158	2,409	255,737
1875-76	10,674	5,526	21,777	232,366	21,506	3,005	284,480
1876-77	10,480	4,724	21,469	237,408	20,658	3,694	287,948
1877-78	9,523	4,880	22,387	207,417	18,008	3,117	255,809
1878-79	9,274	4,916	22,321	191,115	16,576	1,910	237,888
1879-80	10,593	5,317	22,274	214,811	18,777	2,200	258,379
1880-81	12,878	5,730	29,080	268,139	22,075	2,784	327,808

On this the Director makes the following remarks:—

"In the annual returns of 1871-72 to 1874-75 the departments of institutions were not treated as separate schools, but in the above table they have been treated as such for the purpose of comparison. It is worthy of notice that the number of schools has risen by over 150 per cent. during the space of ten years. The increase would have been greater had not the steady advance of education been retarded by the famine of 1877-78 and 1878-79 and the changes in the results rules."

"The attendance increased during the decade by 142 per cent. The classes of the community from which the scholars came show that the Hindu and Native Christian elements have more than doubled during the period, while the Muhammadan element has nearly quadrupled, which is very satisfactory. The increase under 'Others' is nominal, the Pariahs having been treated apparently as Hindus in the returns of the earlier years. The small number of children of the lowest castes reading in schools is deplorable, and shows how true the statement is that the present educational system has hitherto failed to reach the lowest classes of the population, the very classes for which in Europe popular elementary education is more especially designed. The classes who are taking advantage of schools, public and private, throughout the country, are the well-to-do classes hitherto in the main grossly ignorant, and not the masses of the labouring population, except to a very small extent in Tinnevely, Malabar and Madras."

18. The four great classes of institutions in the Madras Presidency, according to their maintenance and management, are—

- Government.
- Local Fund and Municipal.
- Private aided.
- Unaided, but under improvement and inspection.)

The following statement shows the progress under each of these heads during the decade:—

Distribution of Schools and pupils under Classes.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.	1877-78.	1878-79.	1879-80.	1880-81.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government	118	9,347	123	9,363	130	10,003	137	10,675	130	11,100
Local Fund and Municipal	...	...	...	...	754	26,808	984	33,009	804	26,903
Private aided	2,904	38,315	4,537	142,941	5,081	159,146	5,424	166,146	4,703	137,201
Unaided but Inspected	1,379	27,530	2,120	40,350	4,271	87,426	2,784	51,767	3,401	59,670
TOTAL	4,401	135,192	6,780	192,054	8,215	254,480	9,143	255,809	9,274	237,808

Note.—Previous to 1874-75 Local Fund and Municipal schools are not shown. Also in the earlier years Departments were not counted separately.

19. The progress made in *each grade* of education is seen from the following:—

	No. of INSTITUTIONS.		No. of PUPILS.		REMARKS.
	For Males.	For Females.	Male.	Female.	
ARTS COLLEGES.					
1870-71	12	...	439	...	
1880-81	24	...	1,521	...	
FOR SECONDARY EDUCATION.					
1870-71	601	104	19,927	2,953	The apparent decrease is due to more accurate classification.
1880-81	480	40	19,953	415	
FOR PRIMARY EDUCATION.					
1870-71	3,451	119	82,897	7,708	The actual increase here will be less than the apparent. <i>Vide</i> note above.
1880-81	11,793	500	2,72,619	31,790	

It would appear from these figures that, while collegiate and primary education advanced, secondary retrograded. We believe, however, that greater correctness in classification is the true explanation of this. In the earlier years there was no definite standard by which schools were classed; and there were ranked as 'middle' what were really primary schools. The most noticeable feature is the great advance of primary education, from 3,451 boys' schools with 82,897 pupils to 11,793 schools with 272,619 pupils—while 119 girls' schools with 7,708 pupils had increased to 500 schools and 31,790 pupils.

20. The following table shows the percentage to total educational expenditure of that on each grade of education *a*:—

YEAR.	GENERAL EDUCATION.		
	Collegiate.	Secondary.	Primary.
1870-71	5.41	35.20	29.40
1871-72	5.78	35.38	31.57
1872-73	4.85	31.31	38.41
1873-74	4.66	28.95	40.33
1874-75	5.09	29.05	42.79
1875-76	5.37	27.77	43.71
1876-77	6.05	21.73	48.72
1877-78	6.34	22.91	45.75
1878-79	7.25	22.32	44.91
1879-80	7.66	21.91	45.24
1880-81	7.65	21.58	48.16

In 1870-71 the percentage on primary education was 29.40, so that the rise in the ten years of the proportion on primary has been from 29.40 to 48.16.

a Up to 1874-75 the figures are approximate, as Departments were not then returned separately.

21. The expenditure as given in the Director's Report on elementary education, from provincial revenues only on each grade of education (omitting professional colleges) for every year of the decade under consideration was as follows:—

YEAR.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.	1877-78.	1878-79.	1879-80.	1880-81.
<i>Grade.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University { Govt.	64,643	63,596	69,035	79,594	89,370	97,523	92,905	95,429	1,12,594	1,22,076
Aided	8,722	10,142	13,094	13,531	17,716	19,240	21,829	21,896	23,759	23,499
Secondary { Govt.	90,256	95,445	88,680	87,041	1,11,727	94,814	1,10,385	1,03,692	1,03,353	1,09,759
Aided	1,90,663	1,97,126	2,06,520	1,98,743	1,53,105	1,29,261	1,35,507	1,29,535	1,15,396	90,320
Primary { Govt.	35,691	34,869	38,807	46,595	52,816	70,412	75,111	87,051	82,129	75,925
Aided	1,00,902	1,00,623	1,16,628	1,23,807	1,11,360	1,34,583	1,18,780	1,05,626	1,07,428	1,07,434

During the ten years Government expenditure on University education in its own institutions rose from Rs. 64,600 to Rs. 1,22,000, and in aided Colleges from Rs. 8,700 to Rs. 23,500. On secondary education in Government schools the outlay rose from ninety-thousand to a lakh and nine thousand, while in aided schools it fell from a lakh and ninety-thousand to ninety-thousand. Government primary schools cost Rs. 75,925 in the last year against Rs. 35,691 in the first, while the Government expenditure on aided primary schools rose from a lakh to a lakh and seven thousand. It must not, however, be lost sight of that, in the same ten years, the expenditure on aided primary education from local and municipal funds increased from Rs. 87,619 to Rs. 2,12,576; so that the aid to primary education from 'public' funds amounted to Rs. 3,20,010 in the year 1880-81.

The large apparent reduction in the expenditure on secondary education is thus accounted for:—

1878-79	Rs. 1,15,242	distribution of grants under the new code resulted in a reduction of grant to secondary education as noted in the margin.
1880-81	86,092	
	27,150	

"(ii) Up to 1874-75 the grants debited to secondary education were partly for primary, as the classification was not exact.

"(iii) The old rate schools which were drawing grants from provincial funds were treated as 'private' schools in the returns for the years 1870-71 to 1873-74, but in the later returns as Government schools. This resulted in an apparent diminution of Rs. 60,000 (approximately). Many old 'salary' grant have become local fund and municipal schools, others have disappeared from the list. The orphanages shown in the returns for 1870-71 are not included in those for 1880-81.

"(iv) The correct classification, by which many schools formerly improperly classed as 'middle' were reduced to the 'lower' class, goes also, to a certain extent, to explain the 'decrease':—So that the real diminution of the grant to secondary education appears to be about Rs. 27,000.

22. The following remarks of the Director of Public Instruction, in his Report on elementary education, trace its progress, and indicate the directions in which he looks for further development:—

"In 1870-71 there were only twenty-two schools affording elementary education under the direct management of Government, which added to 79 primary schools attached to colleges, high and middle schools, raised the total to 101. But not a few of the Government schools then classed as middle were only affording education which would, under the changed classification, more fitly appear under primary. The primary schools consisted chiefly of the schools in the hill

tracts of Ganjam. In 1874-75 in consequence of municipal and local fund schools being classified as Government instead of private as hitherto, the number of Government schools rose to 533 and primary departments to 157 or 690 in all. In 1879-80 the total number had risen to 1,333, but the primary departments which are not shown separately had probably decreased. In 1880-81 the total had fallen to 1,232 in consequence of certain "Combined" schools being treated as private instead of Government. The growing attendance at many Government schools in the Mofussil has rendered it necessary in the past two or three years to abolish the primary departments in order to prevent undue crowding and to set the funds at disposal of Government to strengthen the teaching staff of the middle and high school departments. It has also been felt desirable to encourage municipalities and local fund boards to step in and take upon them their proper responsibilities as the promoters of elementary education. According to the scheme for remodelling second-grade colleges and high schools, the lowest class in these institutions is the lower fourth and third class respectively. The middle schools are also working above their standard, and thus the primary classes, upper and lower, or lower only have been abolished in many institutions. The consequence of this policy is that in several towns the municipal commissions and in some few cases local fund boards have established good primary institutions, or are engaged in developing the primary institutions already established, and thus rendering them suitable feeders for the higher schools. The existence of these schools unquestionably tends to develop an interest in education among the native members of commissions and local boards and is an unmixed advantage to the population concerned, who, if the fees are low, soon learn to send their children to well-conducted public schools instead of to small and inefficient verandah schools.

The Director continues:—

"It is with pleasure that I proceed in the next place to draw attention to the great increase in aided institutions, the number being 4,625 in 1879-80, and 5,845 in 1880-81, against 2,414 in 1870-71. The increase, I need hardly state, is mainly confined to small village and verandah or pyal schools, either of long standing or of recent origin, which have gradually been brought under the influence of our educational system, and are now beginning in some measure to reap the reward of the perseverance of their teachers. Great though this increase has been, the number of aided institutions, i.e., roughly speaking of institutions which are capable of giving elementary education, efficiently or inefficiently according to the English methods, is still extremely small compared with the population concerned, even when Government schools are taken into account. As in 1880-81 there were 7,077 of these two descriptions of institutions for a population of 31,300,000,* it follows that there was only one school to every 4,400 persons or approximately one school for every 730 children of school-going age. But it is satisfactory to find that, though checked by the famine, there has on the whole been a great increase in the number of unaided schools, that is, to all intents and purposes, of schools which are preparing gradually to enter into the category of aided institutions. There were only 936 such institutions in 1870-71, and 1,774 in 1871-72, whilst in 1879-80 the number was 4,148 and in 1880-81 5,215. Each year the vacancies caused in this class by the passage of schools to the aided list have been more than supplied, the famine years excepted, by additions from the great outside educational world. These additions are frequently schools of some standing, although the teachers may have been constantly changing, after the manner of pyal teachers in many districts, whilst others are schools which have been brought into existence by private adventurers unconnected with the hereditary or customary teaching classes, often mere boys who having gained a little knowledge proceed to seek for a livelihood, permanent or temporary, by teaching. Whatever drawbacks the result system may have, and they are

* The population by the Census of 1871 was 31,308,872.
1881 was 30,966,663.

considerable, though in great measure the evils result from the present rules and not from the system, it is unrivalled as a means of stimulating private effort both in town and country, more especially when controlled and applied not by a centralized Government Education Department but by boards with local knowledge and sympathies working through that department.

"23. The following figures show the increase in schools connected with the department from 1870-71 to 1880-81—eleven years. The increase is greatest in Tanjore, next in Tinnevely, but also very considerable in the districts of the Northern Circars, and in Malabar:—

DISTRICTS.	1870-71.	1880-81.	Increase.
Ganjam	64	641	577
Vizagapatam	69	634	565
Godavari	123	749	626
Kistna	68	787	719
Bellary	132	726	594
Cuddapah	183	430	247
Kurnool	132	319	187
Nellore	230	699	469
Madras	33	336	303
Chingleput	145	599	454
South Arcot	195	649	454
North Arcot	152	638	486
Salem	110	379	269
Trichinopoly	34	423	389
Tanjore	45	880	835
Madura	262	869	607
Tinnevely	264	1,087	823
Coimbatore	345	530	185
Nilgiri	...	23	23
Malabar	148	746	598
South Canara	73	148	75
TOTAL	2,807	12,292	9,485

"Taking schools of the three classes together, there were in all 12,992, or one school for about every 2,550 people, or one school for every 450 children of school-going age; or considering that few of the schools are girls' schools, about one school for every 200 boys.

"In the ten years ending 1879-80, the number of pupils receiving elementary education in schools connected with the Department increased from 90,605 to 247,771, the proportion of pupils to the population calculated per hundred being 7914 against 2894. In the year 1880-81, the number had risen to 304,304, and the proportion to population on the census of 1881 to 9826. The proportion of pupils in towns during this period has advanced rather more rapidly than in rural tracts, though the difference is not great. It is a very noteworthy fact, and one that cannot be ignored or explained away that the districts whose towns in the aggregate have more than 5 per cent. of their population, or, roughly, one child in three—or if girls are excluded, about two boys in three—under instruction are districts the education of whose town population has been mainly left to private effort. In the town of Coimbatore, where the Government have never established a school, there are probably at least four boys in every five reading in schools, probably more. In Tinnevely, in Palamcottah, in Masulipatam, in Nellore the proportion is also higher. In Coimbatore the higher schools are all more or less of a missionary character; but in Tinnevely and Palamcottah, in Masulipatam, and in Nellore there are strong Hindu secular as well as good mission schools. This rivalry may not be wholesome in some of its effects upon education, but it certainly tends to its extension, both directly and indirectly."

Government Schools.

24. The following statement shows the number of institutions of different kinds in 1870-71, 1875-76 and 1880-81 :—

DESCRIPTION.		1870-71.	1875-76.	1880-81.
For Boys.	Colleges	5	6	10
	High schools	14	17	22
	Middle schools	68	Gov. 55 L. F. 51	Gov. 59 L. F. 46
	Primary schools	17	Gov. 38 L. F. 693	Gov. 32 L. F. 1,038
For Girls.	High schools	0	0	1
	Middle schools	0	1	2
	Primary schools	0	15	39
	Normal schools for masters	8	9	23
	Normal schools for mistresses	1	1	1

In this table the school departments of colleges are counted separately, while the middle and primary departments of high schools and the primary departments of middle schools are not. This mode of tabulation has been rendered necessary by the fact of the Public Instruction Reports for the earlier years of the decade treating a school with all its departments as one school.

The provincial school at Rajamundri was raised to a Second-grade college in 1873, and to a First-grade college in 1877. The Madras-i-Azam, which had been a high school in 1871, was afterwards made a middle school, and four middle class schools, *viz.*, those at Tellicherry, Palghat, Sydapet and Cannanore were made high schools during the first quinquennial period. The figures for 1871 are for Government institutions proper, but in the other columns they include local and municipal schools. There were in 1871, sixteen primary schools for the Hill tribes of Ganjam, and one school for the Yenadies of Sriharicotta. The 38 Government primary schools of 1875-76 included 16 Ganjam Hill schools, 5 primary schools in the Bhadrachellam and Rekapalli Taluks and 10 elementary Muhammadan schools. Of the 16 girls' schools eleven were directly managed by the department, 4 by municipal commissions, and one, the Lawrence Asylum, by a Committee.

25. The following statement shows in greater detail the kinds of schools in 1881 :—

DESCRIPTION.	COUNTING DEPARTMENTS SEPARATELY.		NOT COUNTING DEPARTMENTS SEPARATELY.	
	Government Proper.	Quasi Government.	Government Proper.	Quasi Government.
	(1)	(2)	(3)	(4)
Colleges	10	0	10	0
High schools	21	1	21	1
Middle schools	79	47	59	46
English primary schools	81	217	10	170
Vernacular primary schools	22	868	22	868
Girls' schools	16	29	14	28

The figures in column (3) are those required for purposes of comparison. The number of colleges rose in the second quinquennial period from 6 to 10, the zillah or high schools at Berhampore, Cuddalore, Salem and Madura having been

made second-grade colleges. The number of high schools rose from 17 to 21;—no new ones were brought into existence, but 4 middle class schools were raised to high schools, *viz.*, those at Chicacole, Guntur, Trivadi and Tiruvalur. The number of middle class schools rose from 55 to 59. Seven out of the 55 schools existing in 1876 were abolished before 1881, and four, as already observed, were raised to high schools, and fifteen schools were added, 8 by elevation of standard from primary to middle class, and 7 by creation. Of the 38 primary schools existing in 1876, 14 do not appear in the returns for 1880-81, 6 having been abolished and 8 raised to middle schools. The number of primary schools added during the interval between 1876 and 1881 was 8. These were all of them practising schools attached to Normal schools. The number of girls' schools was 14 in 1881 as against 11 in 1876. Leaving out Normal schools, the total number of institutions was 136 in 1880-81 as against 127 in 1875-76. The increase of 9 is due to an increase of 4 in the number of colleges, 4 in the number of high schools, 4 in the number of middle schools, and 3 in the number of girls' schools, against a decrease of 6 in the number of primary schools. Of the 2 Normal schools for masters in 1880-81, 12 were managed directly by the Department, and derived their support from provincial revenues as against 9 in 1875-76. The remaining 11 schools were managed by local boards and derived their support from local funds.

Non-Government Institutions.

26. The subjoined table gives the total number of all classes of non-Government institutions, aided and unaided :—

DESCRIPTION OF INSTITUTION.		Not Counting Departments separately.			Counting Departments separately.
		1870-71.	1875-76.	1880-81.	1880-81.
For Boys.	Colleges	7	7	14	14
	High schools	39	45	54	54
	Middle schools	433	216	224	278
	Primary schools	2,738	8,797	10,327	10,605
For Girls.	High schools	1	1	7	7
	Middle schools	90	22	22	29
	Primary schools	45	265	427	456
	Normal schools	7	5	5	5
Total		3,360	9,358	11,080	11,448

The next table classes the institutions existing in 1880-81 under the head English schools and Vernacular schools :—

DESCRIPTION.	NOT COUNTING DEPARTMENTS SEPARATELY.		COUNTING DEPARTMENTS SEPARATELY.	
	English.	Vernacular.	English.	Vernacular.
<i>For Boys.</i> { Middle schools	190	34	244	34
<i>Boys.</i> { Primary schools	688	9,639	923	9,673
<i>For Girls.</i> { Middle schools	15	7	22	7
<i>Girls.</i> { Primary schools	75	352	97	359
Normal schools	4	1	4	1

It appears from these tables that there was satisfactory progress in the number of institutions of all kinds during the decade ending in 1880-81. The falling off in the number of middle schools, both for boys and girls, is, as elsewhere noted, only apparent, as in and prior to 1870-71, the line of demarcation between middle and primary schools was not clearly drawn. With a clearer definition and a more rigid scrutiny into the standards of instruction, many so-called 'middle' schools had to take their proper rank as primary schools.

Distribution of Institutions according to Districts.

27. From the table given below, it appears that Madras is the only town in which a Government and an aided college exist side by side. In the Tanjore district the Government college is located at Combaconum, and the aided colleges are at Tanjore and Negapatam. The total number of aided colleges exceeds the number of Government colleges by two, and there are, besides, two unaided colleges, one at Vizianagaram and the other at Calicut. The total number of aided and unaided high schools is 61, against 23 Government high schools. The aggregate number of aided and unaided Anglo-Vernacular middle schools is 266 against 129 Government schools of the same class. The number of Anglo-Vernacular primary schools is 1,029 non-Government, against 302 Government institutions. It may be worthy of mention that there are no Vernacular schools above the middle school standard. The total number of Government Vernacular schools is 931 against 10,073 private Vernacular schools.

Institutions existing in 1880-81,—Counting Departments separately.

DISTRICT.	GOVERNMENT INSTITUTIONS.										AIDED INSTITUTIONS.										UNAIDED INSTITUTIONS.									
	ENGLISH.					VERNACULAR.					ENGLISH.					VERNACULAR.					ENGLISH.					VERNACULAR.				
	For Boys.					For Girls.					For Boys.					For Girls.					For Boys.					For Girls.				
	Normal Schools.					Primary.					Normal Schools.					Primary.					Normal Schools.					Primary.				
	H. Schools.	M. Schools.	P. Schools.	Colleges.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Ganjam	1	2	6	6	...	...	22	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Vizianagaram	...	...	7	39	...	...	23	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Godavari	1	1	6	15	...	...	432	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Kistna	...	1	4	6	...	...	60	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Bellary	1	1	8	13	...	...	10	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Cuddapah	...	1	4	7	...	...	1	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Kurnool	...	1	2	3	...	...	63	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Nellore	...	1	9	31	...	...	49	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Madras	1	1	4	1	1	1	4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Chingleput	...	1	1	2	3	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
South Arcot	1	1	8	21	...	...	65	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
North Arcot	...	1	5	24	...	...	47	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Salem	1	1	10	20	1	1	67	7	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Trichinopoly	...	...	3	5	...	...	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Tanjore	1	4	7	68	...	...	1	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Madura	1	1	3	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Tinnevely	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Coimbatore	...	...	5	5	...	...	6	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Nilgiris	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Malabar	1	4	20	18	...	...	5	1	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
South Canara	1	1	8	8	...	...	...	...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
TOTAL	10	22	126	298	1	3	4	2	1	890	40	22	12	61	135	488	7	19	87	5	4,810	4	261	2	3	109	234	3	108	

Attendance at Institutions, Government and Private.

28. The following tabular statement gives the total number of pupils under instruction in Government and private institutions on the 31st March 1871, 1876 and 1881 :—

YEAR.	Boys' Schools.		Girls' Schools.		TOTAL.
	Government.	Private.	Government.	Private.	
1871	10,799	94,228	12	10,173	115,212
1876	41,744	218,241	1582	26,381	287,948
1881	49,393	246,085	1828	30,502	327,808

From these figures it is obvious that there was a rapid growth and development of education during the quinquennium ending in 1875-76, a result mainly due to the extension of primary education by local fund boards, and to the multiplication and strengthening of aided schools by grants from provincial and local funds. As was naturally to be expected, the increase during the second quinquennium ending in 1880-81 was very much less than in the first. Add to the circumstance, that when a new system is introduced the beneficial results during the early years of its introduction are larger and more easily achieved than later on, the famine and general distress that prevailed during the second period with the severity of the results' grants rules, and the falling off in the rate of growth is sufficiently explained. Now that the country has recovered from the effects of the famine, and the results' grant rules have been rendered less onerous and stringent, a larger rate of progress may be looked for in the future.

29. The preceding statements show the progress in numbers of schools and pupils; the following shows the annual amount of general grants in aid from provincial funds including building grants.

YEAR.	Salary and other Grants.	From Educational Building Fund.	TOTAL.
	Rs.	Rs.	Rs.
1871-72	2,52,333	19,783	2,72,066
1872-73	2,61,484	11,094	2,72,578
1873-74	2,76,883	10,925	2,87,808
1874-75	2,59,787	9,629	2,69,416
1875-76	2,66,817	13,694	2,80,511
1876-77	3,08,001	2,919	3,10,920
1877-78	3,13,781	28,922	3,42,703
1878-79	2,92,064	20,186	3,12,250
1879-80	2,73,759	...	2,73,759
1880-81	2,41,466	1,870	2,43,336

The aggregate of Grants-in-Aid is thus less in 1880-81 than it was in 1870-71, by Rs. 28,730; and than it was in 1877-78 by Rs. 99,367.

30. The above grants are for high, middle and female education, and include the result grants paid from provincial funds for all standards above the third, which is the superior limit of primary instruction; but no accurate conception can be formed of the working and growth of the Grant-in-Aid system unless the grants given from local and municipal funds mainly for primary education are also taken into account. The figures for these, given below, are only approximate. They have been taken from Public Instruction Reports which do not in many cases profess to give the entire financial statistics of local fund boards; and they are thus rather below than above the mark.

YEAR.	Grants from Local Funds.	Grants from Municipal Funds.	TOTAL.
1871-72	56,165	12,112	68,277
1872-73	98,940	18,644	117,584
1873-74	126,715	27,511	154,226
1874-75	152,857	30,287	183,144
1875-76	172,120	36,776	208,896
1876-77	206,009	38,911	244,920
1877-78	187,637	40,040	227,677
1878-79	106,531	25,873	132,404
1879-80	100,975	27,288	128,258
1880-81	161,176	36,165	197,341

The falling off after 1876-77 was due to the famine, and to changes in the rules, which will be further noticed.

31. It may be observed that what is shewn below as net expenditure from provincial funds is the whole amount of money expended by the department *minus* the receipts from fees, from endowments, from the educational building fund and from other sources.

	1870-71.	1875-76.	1880-81.
	Rs.	Rs.	Rs.
Direction	37,185	40,423	40,598
Inspection	134,742	168,196	190,289
Government institutions for general education	203,181	190,063	245,841
Government institutions for special education	178,362	145,801	171,569
Scholarships	7,950	4,790	5,458
Grants-in-Aid	337,395	266,817	241,466
University	11,428	29,000	.....
Book Depot, &c.	22,787	7,788	—469
Miscellaneous . . . . .	.....	.....	4,474
TOTAL	933,030	852,878	899,226

32. The net expenditure in Government institutions for general education on each grade of education is shewn in the following statement :—

	1870-71.	1875-76.	1880-81.	PERCENTAGE TO TOTAL.		
				1870-71.	1875-76.	1880-81.
	Rs.	Rs.	Rs.			
Collegiate Education	63,390	85,436	116,932	31.2	45.0	47.6
Secondary "	1,35,889	88,983	95,974	66.9	46.8	39.0
Primary "	3,902	15,639	32,935	1.9	8.2	13.4
TOTAL	2,03,181	1,90,063	2,45,841			

The net expenditure from provincial funds on collegiate education in Government colleges thus rose from something less than one-third the total expenditure in 1870-71, to something less than one-half in 1880-81, while that on secondary fell in the same period from 67 per cent. to 39. In 1870-71 the expenditure on primary education was a trifle less than two per cent.; in 1880-81, the proportion had risen to 13½.

Gross Expenditure on Education, General and Special.

33. The gross expenditure on education at the three periods is summarised below:—

	1870-71.	1875-76.	1880-81.
	Rs.	Rs.	Rs.
Government Institutions	4,49,936	7,66,582	9,40,768
Private Institutions	10,72,835	15,39,258	16,94,569
Direction, Inspection, &c.	3,82,891	4,36,409	4,72,375
TOTAL	19,05,662	27,42,249	31,07,712

The extension of operation was thus much greater between 1871 and 1876, than between 1876 and 1881, the expenditure in the former five years having risen by more than 40 per cent., while the expenditure in 1880-81 was only a trifle more than 13 per cent. in excess of that in 1875-76.

34. It will not be without interest to note a few further particulars in connection with the gross expenditure in 1880-81, Rs. 31,07,712. This amount is made up of the following items:—

	Rs.
From Provincial Funds	9,45,176
„ Local Funds	4,44,847
„ Municipal Funds	75,020
„ Fees in Government Institutions	2,41,890
„ „ Aided „	4,64,509
„ „ Unaided „	1,75,513
„ Endowments	1,36,065
„ Other sources	6,24,683
TOTAL	31,07,712

35. The following table, rearranged for facility of comparison, is extracted from the Director's report for 1880-81. It shows the relative cost to Government per pupil in Government and aided institutions of each grade of education.

Comparative cost of Government and aided education.

INSTITUTIONS.	DEPARTMENTS.	TOTAL COST.		FEES.		PERCENTAGE OF FEES TO TOTAL COST.		AVERAGE COST TO GOVERNMENT PER PUPIL.	
		Government.	Aided.	Government.	Aided.	Government.	Aided.	Government.	Aided.
Arts Colleges	College	Rs. 143,319	83,657	Rs. 25,387	16,862	17.7	20.2	Rs. A. P. 236 11 3	46 11 4
	High School	12,261	59,025	24,435	31,196	46.8	52.9	37 14 5	11 13 8
	Middle do.	26,597	45,031	21,111	28,410	79.4	63.1	4 14 11	4 15 1
	Primary do.	1,332	16,760	904	8,638	67.9	61.9	3 13 8	1 11 10
	TOTAL	223,509	204,463	71,837	85,166	32.1	41.7	67 1 2	10 12 6
High Schools for Boys	High School	30,563	99,291	6,985	31,454	22.9	31.7	99 6 11	22 3 10
	Middle do.	23,652	93,374	17,430	63,934	73.7	67.8	6 9 1	5 10 1
	Primary do.	5,625	47,696	3,077	20,609	54.7	43.3	5 4 10	2 10 11
	TOTAL	59,840	240,271	27,492	105,997	46	44.1	20 3 0	7 1 9
Middle Schools for Boys	High School	729	...	328	...	45	...	30 0 0	...
	Middle do.	1,330	...	884	...	65.5	...	3 13 0	...
	Primary do.	882	...	668	...	75.7	...	0 10 7	...
	TOTAL	2,941	...	1,880	...	63.9	...	3 2 11	...
Primary Schools for Boys	Middle School	44,670	49,693	13,317	18,294	29.8	36.8	27 2 1	8 10 11
	Primary do.	32,041	48,917	11,047	20,014	34.5	40.9	10 11 9	2 11 5
	Middle School	18,775	...	4,726	...	25.2	...	2 0 8	...
	Primary do.	23,543	...	8,116	...	34.4	...	0 9 7	...
Primary Schools for Boys	Middle School	42,318	...	12,842	...	30.3	...	0 14 1	...
	Primary do.	24,712	...	142	...	6	...	95 2 1	...
	Middle School	74,436	...	429	...	6	...	99 14 11	...
	Primary do.	99,147	...	571	...	6	...	98 11 1	...
	TOTAL	3,508	557,902	749	202,455	21.4	36.3	4 9 11	0 5 3
	TOTAL	125,110	...	24,754	...	19.3	...	0 0 9	...

It will be observed that the higher the grade of education the greater is the difference between its cost to Government in Government and in aided institutions. Each under-graduate cost Government in a Government institution Rs. 236-11-3, in an aided one Rs. 46-11-4. The only case in which the two charges approximate is middle school education in colleges and high schools.

36. School fees now form an important contribution towards the cost of education. The following table shows the receipts from this source in the three great classes of institutions, Government, local fund and municipal, and private for the ten years ended March 31st, 1881:—

School and College Fees.

YEARS.	GOVERNMENT INSTITUTIONS.		INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS AND MUNICIPALITIES AND OF COMMITTEES UNDER THE CONTROL OF GOVERNMENT.		PRIVATE INSTITUTIONS.		TOTAL.	
	Attendance on 31st March.	School Fees.	Attendance on 31st March.	School Fees.	Attendance on 31st March.	School Fees.	Attendance on 31st March.	School Fees.
1871-72	9,347	92,458	8,067	7,822	117,778	282,742	135,192	383,022
1872-73	9,363	101,963	10,631	10,652	172,060	426,403	192,054	538,918
1873-74	10,003	108,397	15,662	14,958	205,155	487,714	230,820	611,109
1874-75	10,675	113,378	19,292	22,072	225,770	537,150	255,737	672,600
1875-76	11,100	122,552	26,808	30,001	246,572	553,167	284,480	705,720
1876-77	10,317	122,422	33,009	36,431	244,622	545,237	287,948	704,090
1877-78	10,993	122,068	26,903	30,160	217,913	469,747	255,809	621,975
1878-79	11,279	133,921	29,688	34,189	196,871	480,193	237,338	648,303
1879-80	11,804	132,810	39,765	40,318	217,310	518,599	268,379	691,727
1880-81	11,638	142,488	39,548	40,804	276,562	640,022	327,808	823,314

"Comparing the fees with the attendance, it will be noticed that during the decade the attendance in Government institutions has risen 25 and the fees 54 per cent., in schools under the management of local fund boards and municipalities and of committees under the control of Government the attendance has risen 390 and the fees 420 per cent., and in private schools the attendance has risen 135 and the fees 126 per cent.

"The percentage of increase in the fees of private institutions was comparatively low owing to the inclusion under this head of the numerous results schools charging nominal fees or no fees at all. If schools aided on the salary system alone are taken, these schools being the institutions affected by the Government restrictions in regard to fees, the increase in fees was 53 per cent."

37. In the following statement are shown, for ten years, the total fee receipts in all institutions, as given in the last column of the table in the preceding paragraph, the total expenditure on all institutions, taken from the various reports, and the percentage that the fees paid by pupils bear to the whole cost of their education:—

YEAR.	Total fee receipts in all institutions (Government and non-Government).	Total Expenditure on education in the same institutions.	Percentage of fees paid by pupils to the total cost of their Education.
1871-72	383,022	13,27,344	28.9
1872-73	538,918	16,61,351	32.4
1873-74	611,109	18,29,613	33.4
1874-75	672,600	19,69,542	34.1
1875-76	705,720	21,18,074	33.3
1876-77	704,090	21,88,171	32.2
1877-78	621,975	21,12,419	29.4
1878-79	648,303	20,82,492	31.9
1879-80	691,727	21,11,667	32.7
1880-81	823,314	24,04,092	34.2

It thus appears that, notwithstanding the successive additions to the rates of fee as noted in detail in para. 39, the proportion that the fee revenue bears to the total cost of education was not very much greater in 1881 than in 1871. The fee receipts in the period rather more than doubled, while the expenditure rose in a rather smaller proportion.

38. The next statement deals with fee receipts in non-Government institutions, and with Grants-in-Aid to the same, and shows the proportion between what pupils themselves pay and what Government pays:—

YEARS.	Fee Receipts in Private Institutions.	Total Grants-in-Aid from all sources to Private Institutions.	Percentage of aggregate grant to aggregate fee receipts in Private Institutions.
	Rs.	Rs.	
1871-72	282,742	340,343	120.3
1872-73	426,403	390,462	91.5
1873-74	487,714	442,034	90.6
1874-75	537,150	452,560	84.2
1875-76	553,167	489,407	88.4
1876-77	545,237	555,840	101.1
1877-78	469,747	570,380	121.4
1878-79	480,193	444,654	92.5
1879-80	518,599	402,017	77.5
1880-81	640,022	440,682	68.8

There would appear to have been much fluctuation, the grant having reached its highest proportion in the disastrous year 1877-78, since which the proportion paid by pupils has steadily increased, thus:—

In 1877-78	Rs. 100	paid in fees was aided by	Rs. 121.4
1878-79	" 100	" "	92.4
1879-80	" 100	" "	77.5
1880-81	" 100	" nearly	69

This development of self-help may well be regarded with satisfaction, assuming always that grants have not been so curtailed as injuriously to affect the progress of education of any grade.

Referring to the reductions, the Director says:—

"The expenditure from provincial funds in Grants-in-Aid during 1880-81 was less than in any of the previous ten years. The immediate effect of the new Grant-in-Aid Code, that came into force on the 1st April 1880, was the reduction of all half-salary grants to third grants, and all third grants to fourth grants.

"The outlay on salary grants fell short by about Rs. 40,000; on the other hand, the results grants expenditure increased from Rs. 55,299 to Rs. 66,593, which is to a certain extent due to the conversion of some of the old salary grant schools into schools on the results system. It is hoped that many of the salary grant schools will hereafter become results schools, since aid in the shape of results grants is paid under middle as well as primary standards, and as results grant schools are allowed to have high school classes attached to them."

39. It will not be without interest or value to trace briefly the manner in which the question of fees has been dealt with so as to bring about the great increase above shown.

It is stated in the Public Instruction Report for 1868-69 that—

“As the desire for education has gained much strength of late years, while the fees demanded in Government schools, though generally a good deal above those charged in private institutions intended for Natives, were decidedly low, and had remained in many cases unchanged for some time, it was deemed fitting to introduce revised and somewhat raised scales of fees from the 1st January 1869.”

The scales as then revised are as follow:—

CLASS.	VII.	VI.	V.	IV.	III.	II.	I.
Provincial schools	2	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.
Zillah schools	...	1 8	1 8	1 0	1 0	0 8	0 8
Anglo-Vernacular schools	...	...	...	0 12	0 8	0 8	0 4
Taluk schools	...	...	0 8	0 8	0 6	0 6	0 4

The Director subsequently observed that “it did not appear that the increase had had any injurious effect”—and that it “seemed only appropriate that, from time to time, the rates should be raised, so as to throw a continually increasing portion of the expenditure upon those who benefit by the schools.” The extent to which this has been done has already been made plain in para. 36. One noteworthy feature connected with this enhancement of fees is that it affected only Government and not aided institutions. The scale remained in force but a short time. The Government in their proceedings No. 38, dated 28th June 1870, observed that, “notwithstanding the increased rates, the fees charged in Government schools were still low, probably a good deal lower than was compatible with the keen and widespread desire for education that had sprung up of late years,” and insisted on the necessity for the managers of aided institutions also raising the fees in their schools. With the view of revising the scale, a Committee, composed of representatives of the leading educational bodies of Madras and presided over by the Director of Public Instruction, was appointed in June 1870; and this Committee submitted their Report in April 1871. The scale proposed by the Committee and approved by Government was as follows:—

CLASSES.	GOVERNMENT SCHOOLS.		AIDED SCHOOLS.	
	Madras.	Mofussil.	Madras.	Mofussil.
	Rs. A.	Rs. A.	Rs. A.	Rs. A.
B. A.	5 0	4 0	3 8	2 12
F. A.	4 0	3 0	2 12	2 0
Matriculation or VI	3 0	2 8	2 0	1 12
V and IV	2 8	2 0	1 12	1 8
III	1 8	1 0	1 0	0 12
II	1 0	0 12	0 12	0 8
I	0 8	0 8	0 8	0 6

— This scale came into force on the 1st September 1871. The following extracts from the Committee's Report will explain the differences in the rates of fee:—

“All schools are divided into Government and aided, and each of these classes is sub-divided into schools in the town of Madras and schools in the mofussil. Owing to the large supply of instruction in the town of Madras and to other favourable circumstances attaching to the Presidency

town, it appeared to us that the fees charged in Madras schools should be higher than those demanded in mofussil institutions. Also a greater prestige belongs to Government schools, while certain disadvantages are believed to affect most aided schools; we therefore decided that the fees in the latter might with propriety be pitched somewhat below those in the former. Owing to variations as to wealth, enlightenment, and other circumstances in different parts of the Madras Presidency, it is considered that, though the scales recommended are, in our opinion, fairly suited to the generality of schools in the present state of education, there may and most probably will be instances in which they would seriously affect progress; and we are opinion that, in peculiar cases, the Director of Public Instruction should have the power of modifying the scales of fees.”

It was further recommended by the Committee that, over and above the first month's fee, an entrance fee should be charged on the admission of a boy into a school. No entrance fee was proposed for collegiate classes, as the monthly fees for them seemed to be sufficiently heavy to render the step inadvisable in the present state of education. It was also suggested that not more than five *per cent.* of the whole number of pupils, exclusive of the students on endowments, should be free scholars. The Government approved of the scale and remarked that “there is much force in the arguments used by the Native Members of the Committee against making the difference between the rate charged in a Government school and in an aided school more than twenty-five *per cent.*”

On a reference Government decided that the scale should not be held to be binding on schools aided on the system of payment for results.

In November 1875 a Committee was appointed for the purpose of taking into consideration the question of a further increase in the rates of fees. The Committee was required to note that the Government did not intend to depart from the established proportion existing between fees in Government and in Aided schools. This Committee sent in its Report in February 1877, and orders were passed on it by Government in May following. By this order the following rates were approved and came into force on the 1st January 1878.

NOMENCLATURE OF CLASSES.	MADRAS.		A.		B.		C.		REMARKS.
	MOTUSIL TOWNS OF THE FIRST GRADE.		MOTUSIL TOWNS OF THE SECOND GRADE.		MOTUSIL TOWNS OF THE THIRD GRADE.				
	Government.	Aided.	Government.	Aided.	Government.	Aided.			
COLLEGE.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Tenth (B.A.)	5 0 0	3 8 0	4 0 0	3 0 0	4 0 0	2 12 0	.....	.....	A. Includes Combaconum, Trinopoly, Tanjore, Negapatam, Coimbatore, Tinnevely, Palacottah, Saidapet, and such towns as may from time to time be placed in this grade by order of Government.
Ninth (Preparatory B.A.)	5 0 0	3 8 0	4 0 0	3 0 0	4 0 0	2 12 0	.....	.....	
Eighth (F.A.)	5 0 0	3 8 0	4 0 0	3 0 0	3 0 0	2 0 0	.....	.....	
Seventh (Preparatory F.A.)	5 0 0	3 8 0	4 0 0	3 0 0	3 0 0	2 0 0	.....	.....	
UPPER SCHOOL.									
Sixth (Matriculation)	3 8 0	2 8 0	3 0 0	2 0 0	2 8 0	1 12 0	.....	.....	B. Includes all other towns having colleges and higher class schools, and Srinagavan, Tiruvadi, Tiruvalur, and such other towns having only middle class schools as may from time to time be placed in this grade by order of Government.
Fifth (Preparatory Matriculation)	3 0 0	2 0 0	2 8 0	1 12 0	2 0 0	1 8 0	.....	.....	
MIDDLE SCHOOL.									
Upper Fourth	2 8 0	1 12 0	2 0 0	1 8 0	2 0 0	1 8 0	1 4 0	1 0 0	
Lower Fourth	2 0 0	1 8 0	1 8 0	1 0 0	1 8 0	1 0 0	1 0 0	0 12 0	
Third	1 8 0	1 0 0	1 0 0	0 12 0	1 0 0	0 12 0	0 12 0	0 8 0	
LOWER SCHOOL.									
Upper Primary.	1 0 0	0 12 0	0 12 0	0 8 0	0 12 0	0 8 0	0 8 0	0 6 0	C. Includes all other towns having only middle class schools.
Second (Fourth Results)	0 8 0	0 8 0	0 8 0	0 6 0	0 8 0	0 6 0	0 6 0	0 4 0	
First (Third Results)	.....	0 4 0	0 4 0	0 2 0	0 4 0	0 2 0	0 2 0	0 1 0	
Preparatory B (Second Results)	.....	0 2 0	0 2 0	0 1 0	0 2 0	0 1 0	0 1 0	0 0 6	
Preparatory A (First Results)	.....	0 2 0	0 2 0	0 1 0	0 2 0	0 1 0	0 1 0	0 0 6	

The Notification sanctioning this scale provided—

"That in addition to the ordinary first month's fee, an entrance fee, according to the following scale, should be charged when a pupil joins a school; and should a student quit a school and subsequently rejoin it, a fresh entrance fee is to be demanded.

	Rs.
Sixth or matriculation class	3
Fifth, upper fourth, lower fourth	2
Other classes	1

That Muhammadan and Oriya students are to pay half the ordinary rates.

That the rules do not apply to—

- The practising departments of Normal schools.
- Municipal schools.
- Local fund schools.
- Schools on the results system.
- Schools on the combined system."

In 1879 the rate of fees in the college department at the Combaconum Provincial College was raised from Rs. 4 to Rs. 4-8. No rates of fees are prescribed for practising schools or for girls' schools, Government or aided. In Government practising schools the fee rates vary from 6 pies to Rs. 1½, and in aided schools of this description from 1 anna to Rs. 1½. In the practising department of the Government female Normal school the fees payable by Europeans and East Indians vary from 8 annas to Rs. 3, and those payable by natives from 6 pies to 6 annas. Some of the Government girls' schools are free, and the fees in others range from 6 pies to 3 annas. Some of the aided girls' schools are also free, while the fees charged in the others vary from 9 pies to Rs. 4. There is no uniform scale of fees in force in local fund and municipal English and Vernacular schools. Many of the schools are free and some charge nominal fees. In some of these schools, as well as in schools aided on the results or on the combined system, the masters appropriate the fees. They are also paid sometimes in kind. It is worthy of note that some aided institutions charge fees in excess of the minimum rates prescribed.)

The following table shows the average fee in the first and last years of the decade in the several classes of institutions:—

YEAR.	AVERAGE FEE ACCORDING TO THE AVERAGE NUMBER ON THE ROLLS.			
	Government Schools.	Local Fund and Municipal schools and schools managed by Committees under the control of Government.	PRIVATE SCHOOLS.	
			On the Salary Grant System.	Other.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1871-72	10 10 11	2 8 9	7 2 1	2 2 4
1880-81	15 1 7	1 8 8	10 3 9	1 10 6

40. During the ten years 1871—1881 the number of girls receiving instruction rose from ten thousand one hundred and eighty-five to thirty-two thousand three hundred and fifty-five, according to figures carefully compiled from the departmental reports, details of which are given in the following statement:—

Number of Girls receiving instruction from 1870-71 to 1880-81.

No. of girls in	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.	1877-78.	1878-79.	1879-80.	1880-81.
Female schools	7,180	8,267	9,292	11,193	11,906	13,028	14,796	14,845	16,277	18,417	20,892
Mixed do.	2,148	2,451	2,717	5,339	6,395	10,645	13,214	13,538	8,359	10,873	11,344
Lower class village boys' schools	792	684	2,225	470	1,158	...	...	1,638	...	...	...
Normal schools	65	101	96	111	123	120	141	185	116	129	119
TOTAL	10,185	11,503	14,330	17,113	19,582	23,793	28,151	30,206	26,752	29,419	32,355

Of high schools for girls there were at the close of 1880-81 eight, with 38 pupils, while of middle schools there were 25 English and 7 Vernacular with 316 and 58 pupils respectively. No comparison of high and middle schools is attempted as the classification was not uniform for the whole ten years. As implied on page 17, for the preceding period the numbers presenting themselves for the departmental certificate examinations afford a rough guide to the progress of female education above the elementary grade. These numbers are given in the following table:—

YEAR.	CANDIDATE MISTRESSES.					
	No. Registered.			No. Passed.		
	I.	II.	III.	I.	II.	III.
1871-72	8	18	92	5	7	66
1872-73	19	32	175	3	3	41
1873-74	16	49	165	6	26	68
1874-75	19	57	163	7	35	54
1875-76	38	96	269	8	29	107
1876-77	38	79	263	14	22	154
1877-78	37	149	263	20	79	213
1878-79	52	157	277	32	56	155
1879-80	67	170	349	34	87	249
	H. E. W.	M.	S. U. P.	H. E. W.	M.	S. U. P.
1880-81	60	252	151	26	104	62

Except in mathematical subjects the standard for the first-grade differs little from that of the matriculation examination. The standard for the Second-grade represents middle class education. During the first five years of the decade the numbers of registered candidates of those two grades, representing female secondary education, rose from 8 and 18 respectively to 67 and 170; and the number of passes from 5 and 7 to 34 and 87. The totals were still small, but the advance had been considerable. In the year 1879-80 the number of Third-grade candidates, rising to the superior limit of primary education, had risen to 349, and that of passes to 249.

In his Report for 1879-80, the Director says:—"Seventy-five institutions including departments sent up candidates against 52 last year. The increase indicates unmistakably the growing demand for the education of girls."

* Of these 30 were private candidates and 66 from schools in Native states.

Before the examination of 1880-81 the grade examinations had been done away with. For the first-grade examination was substituted 'the higher examination for women;' for the second, 'the middle school examination;' and for the third, 'the special upper primary examination.' For 1881-81 as compared with 1879-80 there is a slight decrease both in the number of candidates and in the number of passes in the first-grade examination. The number registered for the special upper primary examination fell off by more than one-half, which is apparently due to that examination being made more difficult than the examination it superseded. The middle school examination had a larger number in 1880-81 than the corresponding grade had had in any previous year, but 66 of the number were from schools in Native states and 30 were private students, leaving 156, or the number two years previously, from schools in the Madras Presidency.

41. In his last Report (1880-81), the Director of Public Instruction expresses his strong conviction that for progress in female education there are essential—

(a) Normal schools. (b) Government agency.

The following are his words:—

"I have noticed the pressing need that exists for an increase in the number of Normal schools for men, and here I would note that a similar need exists for elementary Normal schools for women, if full advantage is to be taken of the gradual change which seems to be taking place in native opinion in regard to the education of girls. Tinnevely is, it may be said, the only district in which adequate provision is made, and this is by mission agency. But considerable though this provision is, it little more than supplies a local demand, a demand it must be remembered that is not confined to Christians, but exists among non-Christians also. In Madras something is being done, but the results so far have not been great. In the Kistna and Madura districts also, mission societies are endeavouring to do good work in this direction, and I am hopeful that a great Mission society will shortly take steps to provide for the training of Christian mistresses in the Trichinopoly district. So far as the Government are concerned, their direct efforts have been confined to Madras. But I am persuaded that if any rapid advance is to be made in female education in the country, it must be in great measure through Government agency; first, by the establishment of numerous Government schools, and secondly, by providing adequately for the education of mistresses. It is true that at present the feeling of the country is largely in favour of senior male teachers; but if this prejudice is to be yielded to, it will also involve the confinement of female education to children of tender age only, whilst it is most desirable that girls should be encouraged to continue their studies when adolescent. But this can only be done by utilizing solely women in schools as teachers; and as the objection to sending girls far from home is very strong amongst the people, it is necessary, if such material is to be supplied, that schools capable of training mistresses should be established in course of time in the parts of the Presidency in which the people seem most inclined to educate their daughters. Funds are not likely to be available for some time to come for carrying out a large scheme of the kind, but I trust that something may be done ere long in this direction by establishing Normal classes in connection with the more promising schools, or by retaining superior pupils in the schools as pupil teachers."

The last words, that we take the liberty of putting in italic, seem to point to the most practical means at present feasible for providing female teachers. The plan has been very successfully adopted by the Free Church Mission in connection with its girls' schools in Madras, to which the Director makes special reference in the following quotation from his *Report on Elementary Education*, in the section on the elementary education of girls. We quote at some length—

"So far little has been done by Government directly for the education of girls, but about ten years ago a Normal school was established at Madras for the education of teachers for native girls' schools, but it has become in great measure a high school for East Indians and Europeans, and during its existence has only educated 60 Hindu and native Christian teachers. Some five or six years ago the Government undertook the charge of a few elementary schools for girls which had been established by some local fund boards and municipalities. With one or two exceptions they are all doing fair work, but are mostly in a very elementary condition. Only four of these twelve schools are situated in towns of any importance. In addition to the girls' schools maintained by Government, there were in 1879-80 ten girls' schools maintained by municipalities and thirteen by local fund boards. But although the Government have done as yet little by direct action for female education, they have aided liberally private enterprise, but as yet with the exception of the towns of Madras and Tinnevely, Rajahmundry, and Cocanada, private effort has not been very successful. But at the same time there are but few large towns in the Presidency in which a mission society is not offering facilities for female education, and in many cases of late, more especially, the education of the girls of the higher caste. In Tinnevely in particular, in pursuance of the policy inaugurated by Mr. Lash, of the Church Missionary Society, who developed the Sarah Tucker female training school into an institution mainly for the training of girls of the respectable classes, who would be suitable for

teachers in caste schools, between two and three thousand girls are studying in small elementary schools, maintained by the Church Missionary Society in different parts of the district, mostly under the management of a trained mistress assisted by her husband. The Sarah Tucker institution turned out in 1879-80 no less than 35 schoolmistresses of the second and third grades. Mistresses educated in this institution are in demand throughout the Tamil districts both in mission and secular schools, but it is difficult to induce them to take service far from their homes except at comparatively speaking high salaries. To supply the demand for female teachers in the central Tamil districts, a training school is about to be opened at Trichinopoly under the auspices of the S. P. G. Society. There is a Normal class attached to the Free Church Female Christian Institution, Madras, which produces some five or six teachers annually of the first, second, and third grades; and in the Northern Circars I understand that the agents of the Church Missionary Society have in contemplation the establishment of a Normal class or school in connection with their boarding institution for girls at Masulipatam. In most parts of the Presidency there is a general desire for the elementary education of young girls springing up, and this desire is being stimulated by the action of municipalities; but until the supply of trained female teachers is adequate to the demand, the progress of female education cannot be very rapid. In many girls' schools, and some of them the most important in the Presidency, viz., the Maharaja of Vizianagum schools at Madras and at Rajahmundry, the teaching and management is practically entrusted to male teachers, and some of them are admirably managed, especially the Maharaja's school at Rajahmundry. But the employment of male teachers has the great disadvantage of checking the tendency of permitting girls to remain at school after they have come to a marriageable age. Still male agency is not suddenly to be discarded, and years must elapse before native female teachers of sufficient age, standing, and character are available for the charge of important institutions for the education of girls. Owing to the system of early marriage and the risks to female life in this country, the proportion of female teaching power produced each year, which will not be ultimately available for teaching, is very large. The progress of female education in this Presidency, considering how little the Government or bodies connected with the Government have done to accelerate the work by agencies appointed and controlled by themselves, may be regarded as full of promise, as the following figures indicate; and it must not be forgotten that there are probably many hundreds of girls in schools which at present send no returns to Government. In 1871-72 ^a there were only 11,503 girls in schools sending returns; in 1874-75 the number had risen to 19,582, whilst in the last three years the figures are as follows:—

^a Number of girls in schools sending returns.

	1878-79.	1879-80.	1880-81.
Hindus	9,218	16,486	18,442
Native Christians	6,285	9,331	9,772
Muhammadans	381	700	958
Europeans and Eurasians	2,302	2,398	2,542
Others	207	504	522
Girls in Boys' schools	8,359	...	...
TOTAL	26,752	29,419	32,236 ^b

"It will be observed that the progress under Hindus and Muhammadans especially has been rapid, small though the totals still are.

"A small proportion of the above numbers are reading in pyal schools. In taking into consideration the facilities which exist for the education of girls, it must not be forgotten that many schools of this class are in fact mixed schools, but ordinarily only girls of a very tender age are permitted by their parents to read in such schools unless they are of the dancing caste. I would also observe that female education is encouraged in this Presidency by liberal grants to female teachers under the salary system and a higher results scale, but no special concession has so far been made in favour of uncertificated or certificated male teachers employed in girls' schools. As remarked above, some few municipalities and local fund boards have interested themselves in the progress of female education, although under present orders all expenditure on account of female education should, strictly speaking, devolve on provincial funds. It is mainly due, however, to such action that the progress of female education in the Godavari district has been so marked. During the last two years the Godavari boards have opened no less than eight girls' schools, all of which are in an improving condition. These boards are encouraging girls to attend schools by giving those attending small presents in the shape of bangles. There are at present nearly one thousand pupils in regular girls' schools in this district and nearly thirteen hundred in boys' schools: one of the chief inducements to girls to attend school is the teaching they receive in needle-work, plain and artistic. This industrial element is particularly appreciated by the Mussulmans, and to it is in great measure due the large measure of success which has attended the Hobart girls' school in Madras and other private schools for the education of girls of this race."

In July 1881 the Director proposed a scheme of scholarships for girls' schools, which will be further noticed in the subsequent portion of this Report.

^a We have corrected this from 1870-71.

^b This appears to omit 119 in Normal schools. See para. 40.

Examinations.

42. The following tabular statements afford information in regard to the results of the matriculation, F. A., and B. A. examinations.

Matriculation Examination.

YEAR.	MADRAS.			Schools in Native States.	Private Study.	TOTAL NUMBER.	
	Government Schools.	Aided Schools.	Unaided Schools.			Passed.	Examined.
1872	170	194	7	81	40	492	1,419
1873	227	259	13	87	25	611	1,530
1874	208	292	10	85	31	626	1,704
1875	248	403	10	27	27	784	1,911
1876	208	323	20	95	16	662	2,120
1877	337	644	33	157	79	1,250	2,469
1878	264	395	15	101	32	807	2,441
1879	128	150	19	50	9	356	2,597
1880	258	506	88	138	104	1,094	3,309
1881	338	648	114	164	107	1,371	3,519
TOTAL	2,386	3,314	338	1,045	470	8,053	23,019

First Examination in Arts.

YEAR.	Government Colleges.	Aided Colleges.	Unaided Colleges.	Colleges in Native States.	Private Study.	TOTAL NUMBER.	
						Passed.	Examined.
1872	58	19	...	12	8	97	205
1873	43	13	...	18	2	76	240
1874	49	43	...	19	14	125	285
1875	71	49	...	33	30	183	342
1876	81	56	...	34	16	187	396
1877	66	43	4	14	4	131	418
1878	94	55	7	26	9	191	507
1879	74	44	12	33	9	172	663
1880	134	105	6	39	11	295	582
1881	60	71	2	27	7	167	478
TOTAL	730	498	31	255	110	1,624	4,116

B. A. Examination.

YEAR.	MADRAS.		Colleges in Native States.	Private Study.	TOTAL NUMBER.	
	Government Colleges.	Aided Colleges.			Passed.	Examined.
1872	38	7	8	12	65	131
1873	8	8	1	12	29	83
1874	28	13	4	5	50	88
1875	24	8	6	17	55	85
1876	33	12	11	11	67	105
1877	41	14	10	5	70	129
1878	30	13	5	4	52	150
1879	49	32	14	45	140	231
1880	46	23	8	8	85	175
1881	54	27	18	14	113	195
TOTAL	351	157	85	133	726	1,372

During the decade ending in 1880-81, 17 bachelors of arts obtained the degree of master of arts, 12 in mental philosophy and sociology, 3 in English and Sanskrit, 1 in English and Latin, and 1 in Biology. Four bachelors of laws obtained the degree of master of laws, and 90 candidates took the degree of bachelor of laws; seventeen took the degree of bachelor of civil engineering. The results tabulated above tend to show that the higher education of the natives of the country has been gradually and steadily advancing. The great disparity in the numbers passing the matriculation, F. A., and B. A. examinations suggests the obvious inference that a large number of students go in for the matriculation examination, who have no intention of prosecuting their studies even up to the F. A. standard.

43. The first middle school examination was held in December 1879. Some particulars in connection with the examination in December 1880 are given below :—

Middle school examination.

"Six thousand five hundred and thirty-seven (6,537) candidates registered their names, and six thousand two hundred and sixty-three (6,263) appeared at the examination. Of the number registered one hundred and eighty-seven (187) were girls, of whom one hundred and seventy-four (174) appeared."

"Of the registered names 3,951 were those of pupils of the upper fourth classes of 256 schools, 871 were pupils from other classes in the same schools, and 1,715 were 'private pupils.' The numbers of these sections examined were 3,869, 860, and 1,534 respectively. Of both sections of school pupils the absentees were not quite 2 per cent. of the number registered, but in the case of private pupils the percentage of absentees was 10½."

"The following table gives the classes of institutions from which the examinees appeared and particulars as to the amount of success each class of institution met with in the examination :—

CLASS OF INSTITUTION.	REGISTERED.		EXAMINED.		PASSED.			
					FIRST CLASS.		SECOND CLASS.	
	From the Upper Fourth Class.	From other Classes.	From the Upper Fourth Class.	From other Classes.	From the Upper Fourth Class.	From other Classes.	From the Upper Fourth Class.	From other Classes.
1. Madras Government schools	899	149	885	148	56	25	476	91
2. Schools under Government inspection	2,294	480	2,188	473	87	39	892	276
3. Schools not under Government inspection	362	165	351	162	17	3	131	73
4. Government schools in Native States	214	54	203	54	14	2	67	33
5. Other schools in Native States	252	23	242	23	7	...	66	6
6. Private pupils	...	1,715	...	1,534	...	75	...	758
TOTAL	3,951	2,586	3,869	2,394	181	144	1,632	1,297

"Translated into percentages the above figures give the following rates of passing for each class of institution :—

	per cent.
1. Madras Government schools	62.68
2. Schools under Government inspection	48.60
3. Schools not under Government inspection	43.44
4. Government schools in Native States	45.13
5. Other schools in Native States	34.92

"As 'private pupils' may be considered as candidates merely wanting to qualify themselves for entry into the Government service, and as only a first class pass so qualifies, the 758 who fell into the second class practically failed.

"One undesirable feature is the presence of so many pupils from classes other than the upper fourth. Such pupils needlessly swell the number of examinees and much increase the heavy work to be got through in connection with the examination. Their desire is doubtless to qualify themselves for entrance into the service of Government, but it will be seen that it is only few comparatively who succeed. A pupil in a class lower than the upper fourth can have little or no chance of succeeding; on the other hand, a pupil in a class higher than the upper fourth can bring no honor to his school by passing, while he is almost sure to damage it by neglecting (for a time at least) the higher course of study in which he is engaged. The head-masters of schools should discourage, as much as possible, all pupils not of the upper fourth class from appearing for this examination.

"The following table shows the classes of the community from which the candidates came :—

CLASS OF COMMUNITY.	REGISTERED.		EXAMINED.		PASSED.			
					Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	First Class.	Second Class.	First Class.	Second Class.
1. Brahmans	3,204	...	3,095	...	155	1,461	...	...
2. Hindus not Brahmans	2,307	1	2,195	1	95	993	...	1
3. Europeans	67	27	63	26	2	18	5	9
4. East Indians	271	135	257	131	19	109	11	38
5. Native Christians	292	24	283	16	23	163	...	4
6. Muhammadans	196	...	183	...	14	71	...	...
7. Parsis	13	...	13	...	...	3	...	...
TOTAL	6,350	187	6,089	174	308	2,818	16	52

"From the above statement it will be seen that while half the examinees were Brahmans, and other Hindus formed two-thirds of the remainder in the case of males, not a single Brahman girl appeared and only one Hindu to represent the progress of female education amongst those two great classes of the community. The English-speaking classes alone were fairly represented. Sixteen Native Christians appeared, but four only succeeded in passing, all being in the second class."

The Government remark as follows :—

"With regard to the results of the late middle school examination generally the Commissioner considers them encouraging. The scheme needs some important modification, but when the necessary changes now under consideration are introduced and the scheme itself better understood, he has no doubt whatever that it will be found a most valuable addition to the educational agencies at work in this Presidency."

44. The following extract from the Report on Public Instruction for 1880-81 may suffice to show how far, in the Director's opinion, these examinations have succeeded in promoting elementary education :—

Upper and lower primary school examinations.

"The statement given below shows the number of institutions sending candidates, number of examinees, and the number passed. The number of pupils passed this year as contrasted with that of last year shows a decided improvement. The number who passed the Lower primary school examination is a little over double that of last year, while those who passed the upper primary school examination is somewhat below double. It must, however, be borne in mind that this year's figures include private students and pupils from institutions which do not come into the annual returns. These examinations are, I am persuaded, likely to prove of great benefit to the education of the country, not only as a means of testing the instruction each child has received, and thus removing one of the chief obstacles to the improvement of middle and primary education, resulting from the unequal standard of the pupils, but also by the effect it is having on the minds of parents by certifying publicly at an early age the advance in knowledge which their children have made. The desire to obtain a certificate, which operates so strongly in the higher examinations whether scholastic or for the public service, is also felt among the very young. I have also observed that these certificates are retained by masters as pledges of the good conduct and regularity in attendance of their pupils, and thus indirectly are a means of improving school discipline.

Primary School Examination Results.

NATURE OF EXAMINATIONS.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.				NUMBER PASSED.					
	Government Institutions.	Private Institutions under inspection.	Other Institutions.	TOTAL.	Government Institutions.	Private Institutions under inspection.	Other Institutions.	Private Students.	TOTAL.	Government Institutions.	Private Institutions under inspection.	Other Institutions.	Private Students.	TOTAL.
Upper Primary School Examination. { Boys Girls	203 5	565 67	19 6	787 78	2,566 31	5,743 528	184 24	181 ...	8,674 683	1,891 16	8,492 344	144 17	141 ...	3,668 377
Lower Primary School Examination. { Boys Girls	739 10	1,897 122	150 10	2,786 142	5,912 64	11,754 1,007	868 37	285 ...	18,819 1,108	4,194 39	7,992 719	610 28	224 ...	18,020 786
TOTAL	957	2,651	185	8,793	8,673	19,083	1,113	466	29,184	6,140	12,547	799	365	19,351

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45. In 1880-81 there were in all 11 Government schools and 9 municipal schools for the special education of Muhammadans. Of the 11 Government schools, 7 were Anglo-Vernacular middle schools and the remaining four Anglo-Vernacular primary. Salem had a municipal Anglo-Vernacular primary school and Bellary 5 municipal Hindustani schools. The towns of Tanjore, Combaconum, and Cochin had each a Municipal Hindustani school. Of aided schools with a special provision for Muhammadan pupils may be mentioned the Harris school, intended solely for Muhammadans, the mission schools at Ellore, Masulipatam, and Trichinopoly, and 210 Vernacular schools with 6,353 pupils aided on the results system, in Malabar.

Other educational facilities afforded to Muhammadans are the following :—

(a) Arabic and Persian have been recognized as classical languages for the Matriculation and Arts examinations from the establishment of the University, each with a maximum of marks about one-fifth as large again as that allotted to a Vernacular language.

(b) Muhammadan pupils pay only half fees, as noted on page 51.

(c) Originally three scholarships were provided for the special encouragement of Muhammadans, one being awarded on the results of the F. A. examination and two on the results of the matriculation. In 1879 four additional scholarships were sanctioned on the results of the matriculation examination, and this system, under which seven scholarships are annually awarded, still continues.

(d). There is a special Deputy Inspector of Muhammadan schools.

(e). There is an elementary Normal school in Madras for Muhammadans.

As regards the employment of Muhammadans in the public service, the Board of Revenue stated in 1875 that "every opportunity is afforded to Muhammadans to enter the public service," and expressed its opinion that "Muhammadans, as a rule, are aware that, if qualified, their claims to enter the service will meet with favourable consideration." Government observed on this "there is no reason to doubt that a great obstacle to the more general employment of Muhammadans in the public service is the absence of effort on their own part to qualify themselves educationally for other than the lowest posts." The Government, however, trusted that the efforts which were being made to promote their education would bear fruit in the near future.

As to whether the means of education now and hitherto at the command of the Muhammadans are sufficient there may be doubt. There can be none that greater use of the means available might have been made. Their primary education has been encouraged in this Presidency by the special primary standards laid down for Muhammadan schools. In these Hindustani is recognized as the Vernacular language, and the other subjects, *viz.*, arithmetic and geography, are taught and examined in ir Hindustani. In the third and fourth standards an optional language comes in, and the following liberal rules apply to these standards :—

"(1) The 2nd language in the case of Hindustani-speaking Mussulmans to be either "English, Persian, or the Hindu Vernacular of the district in which the school is situated. Only one language to be accepted."

"(2) If the Mussulmans speak a Hindu Vernacular, they are to be allowed to adopt "either English, Hindustani, or Persian as their second language."

It will be apparent, from the above, that the special requirements of Muhammadans in the matter of primary education have been considered. That the regulations have not been unsuccessful in meeting the requirements may be inferred from the significant fact that the proportion of boys at school to those of school-going age is larger for Muhammadans than for Hindus, the percentages being—

for Muhammadans	15.1
„ Hindus	13.7

These figures are found in the Report on Public Instruction in Madras for 1880-81 with the following remarks of the Director:—

"The most remarkable and unexpected result of the above calculations is that the general opinion that Muhammadans in this Presidency are behind the Hindus in the wish to educate their children is disproved, the proportionate percentage of Muhammadan boys being one-and-a-half higher than that of Hindu boys, whilst, as regard girls, it is not one-third lower. Muhammadans, however, owing perhaps to their poverty, confine the instruction of their children to the Primary standards, it would appear, far more generally than the Hindus do. Thus, whilst 18,308 Hindu boys were in superior schools against 230,689 in Primary, the numbers under Muhammadans were 792 and 20,279, respectively."

Put in another form, the general comparison stands as follows. The proportion of population to one boy at school is—

for Hindus	96.6
„ Muhammadans	87.9

With a view to ascertain not the extent, but the efficiency of the means for middle and higher education available to Mussulmans in this Presidency, we have examined the latest results for the middle school and University examinations. For the middle school examination of December last the percentages of passed to examined were as follow:—

For Brahmans	44
„ Hindus not Brahmans	35
„ Muhammadans	41

Besides pupils, 'others' are admitted to the middle school examination: these consist of pupils from classes higher than the upper fourth, for which class the examination is meant specially, and of employes. The percentages for these 'others' are—

Brahmans	32
Hindus not Brahmans	26
Muhammadans	29

It appears from these figures that Brahmans are only 3 per cent above Muhammadans; while other Hindus are in one case 6 per cent., and in the other 3 per cent., below them. The natural inference seems to be that the means of education up to the standard of the middle school examination is as well adapted to Muhammadans as to Hindus. Brahmans, as a separate class, would probably take the first place under any system.

The matriculation examination comes two years after the 'middle' school and tests the highest school education. The figures for the examination of December last give the following results:—

RACE.	NUMBERS.		
	Examined.	Passed.	Percentage of passed to examined.
Brahmans	2,150	670	31.2
Hindus not Brahmans	1,066	290	27.2
Muhammadans	71	19	26.8

The percentage for Hindus not Brahmans and for Mussulmans is thus practically the same. The proportion, however, of pupils to population is found to be about three times as great for Hindus (including Brahmans) as for Muhammadans.

Proceeding to the first College examination, i.e., the first examination in arts, and putting the results into the same form as for the matriculation, we find the following to be the figures:—

RACE.	NUMBERS.		
	Examined.	Passed.	Percentage of passed to examined.
Brahmans	486	295	60.7
Hindus not Brahmans	173	86	49.7
Muhammadans	10	6	60.0

Here the percentage of passed is even more favourable to the Muhammadans than it is in the matriculation examination: but the *proportion* of candidates to population is five times as great for Hindus (including Brahmans) as for Muhammadans.^a

Of college education beyond the first examination in arts, Muhammadans speaking generally, do not avail themselves at all, though two, that we know of have proceeded to the B.A. degree. There is, however, no reason to suppose that the general system of education beyond the F.A. standard is not as well suited to the Muhammadans as that below it has been shown by its results, as above particularized, to be.

The practical question seems to be whether further special help, to enable Muhammadan students to continue their education, may be possible without injustice to other sections of the people. There are at present provided, one scholarship of Rs. 15 to any Muhammadan who has passed the F.A. examination and six of Rs. 10 each to any six Muhammadans who have passed the matriculation examination. Should, however, such special provision be extended, it would still be too limited to exercise much general influence on Muhammadan education. A suggestion recently made to the Government of India by the Muhammadar Association of Bengal, that *the funds appertaining to endowments should be applied to promote Muhammadan education*, appears to be worthy of consideration.

SCHOLARSHIPS.

46. The following extract from Standing Orders for Government schools will show the whole scheme of scholarships in force in Madras:—

"A certain number of Government scholarships are awarded annually on the result of the Matriculation and F.A. examinations; the substance of the rules regarding these scholarships is as follows:—

"I.—No stipendiary scholarships are given to districts in which there are colleges educating up to the B.A. degree.

"II.—In each district in which there is an institution educating up to the F.A. standard, on scholarship of Rs. 15 is awarded under the following conditions:—

- The candidate must have been a pupil at the time of examination, and for one year previous, in some institution in the district.
- At the time of the examination his age must not have exceeded twenty years.
- He must not be in receipt of any other scholarship.

^a Neither here nor in the preceding para. do we burden this Report with the figures for these calculations, which however, have been carefully worked out.

- (d) He must engage to prosecute his studies up to the B.A. degree in some college connected with the Madras Educational Department, in which satisfactory provision is made for educating students up to the B.A. standard.
- (e) The scholarship is tenable for two years, but is liable to be forfeited for idleness or misconduct.
- (f) In the event of there being several eligible candidates from the same district, the scholarship will be awarded to the candidate who stands highest in the list.

"III.—In addition to the above scholarships, one scholarship of Rs. 15 is awarded to any Muhammadan, and one of Rs. 15 to any Uriya, who has passed the first arts examination, without any limitation with regard to age or district, but subject in other respects to the same conditions as the other scholarships.

"IV.—In each district in which the highest grade of school is one educating up to the Matriculation standard, one scholarship of Rs. 10 is awarded under the following conditions. In the Kurnool district six scholarships are awarded under the same conditions :—

- (a) The candidate must have been a pupil at the time of the examination, and for one year previous, in some institution in the district.
- (b) At the time of the examination his age must not have exceeded eighteen years.
- (c) He must not be in receipt of any other scholarship.
- (d) He must engage to prosecute his studies for the F.A. examination in some college or school connected with the Madras Educational Department, in which satisfactory provision is made for educating students up to the F.A. standard.
- (e) In the event of his failing to pass the F.A. examination at the end of two years, the scholarship will be forfeited.
- (f) In the event of his obtaining a place in the second class at the F.A. examination, the scholarship will not be increased, but will be tenable for two years longer, during which the scholarship-holder must prosecute his studies for the B.A. degree in some college connected with the Madras Educational Department, in which satisfactory provision is made for educating students up to the B.A. degree.
- (g) In the event of his obtaining a place in the first class at the F.A. examination, the scholarship will be raised from Rs. 10 to Rs. 15, and will be similarly tenable for a further period of two years.
- (h) The scholarship will be liable to be forfeited at any time for idleness or misconduct.
- (i) In the event of there being several eligible candidates from the same district, the scholarship will be awarded to the candidate who stands highest in the list.

"V.—In addition to the above scholarships, six scholarships of Rs. 10 are awarded to any six Muhammadans who have passed the matriculation examination from any institution connected with the Madras Educational Department, without any limitation with regard to age or district, but subject in other respects to the same conditions as the other scholarships.

"VI.—In case of the death of a scholar, the scholarship will be awarded to the next F.A. student or Matriculate in the examination list, provided he fulfils the conditions generally, and in the matter of age was within the limit at the time of the examination.

"One Government scholarship of Rs. 6 is attached to each of the Uriya middle schools in the Ganjam district, and to the Gunupur school in the Vizagapatam district, and is awarded to the best Uriya pupils of these schools. The scholarship-holders are required to proceed to the high school of Berhampore and to prosecute their studies up to the matriculation standard. The scholarships are tenable for four years, subject to the holders' passing the middle school and comparative examinations.

"[Besides these Government scholarships, there are ten endowed scholarships in connection with certain Government schools.]

"The number of free scholars in Government and aided schools is limited to five per cent., exclusive of students upon endowments. The only free scholarships given in Government schools are those coming under the following heads :—

"1.—Free scholarships, tenable for two years in any Government college or school, or with the sanction of the managers, in any Aided college or school, are awarded by the Director of Public Instruction to the first twenty pupils in the first class of the first arts list, and to the first twenty pupils in the first class of the matriculation list, who have failed to obtain stipendiary scholarships [without any limitation with regard to district] and have fulfilled all the other conditions prescribed.

"II.—A few free scholarships tenable for two years in any Government high school are awarded by the Director of Public Instruction on the result of the middle school examination, two being given to each Government middle school unconnected with a high school, and one to each Government middle school connected with a high school.

"III.—A few free scholarships are awarded by the Director of Public Instruction on the result of any comparative examinations which may be held of classes not affected by the University or middle school examinations.

"The number of these free scholarships does not exceed five per cent. of the number of candidates examined; and although some will be given to pupils in schools connected with colleges and high schools, who take high places in the list, a considerable proportion will be reserved to enable the pupils of middle schools to proceed to high schools for the purpose of matriculating.

"IV.—One free scholarship, tenable for three years in any Government school of a higher grade, will be awarded annually by the Director of Public Instruction, on the recommendation of the Inspector, to the best pupil of every second class middle school, and one tenable for four years to the best pupil of every third class middle school. The scholarship will be withdrawn for misconduct or for failure to secure annual promotion from class to class in the pupil's new school.

"V.—A free scholarship, tenable for two years in a Government college selected by the Director, will be awarded by him, on the recommendation of the Inspector of schools of the division, or the Principal of a Government college to any master holding a permanent post in the Government service, who having passed the F.A. examination desires to study for the degree of bachelor of arts. The free scholar must study the optional subject recommended by the Inspector or Principal and approved by the Director. During the tenure of the scholarship, leave of absence from his appointment will be granted on forfeiture of full pay. The scholarship will be withdrawn for misconduct or neglect of duty."

The Director has the following remarks on the subject in his last Report :—

"During 1880-81 Rs. 9,560 were expended upon scholarships in arts and secondary schools, Rs. 4,402 in special colleges and schools, and Rs. 25,650 in Normal schools. The net charge to Provincial funds under the first item is Rs. 7,098.

"The direct outlay on scholarships from Provincial funds during 1880-81 was Rs. 29,503. Deducting from this sum Rs. 840, the scholarship money paid in the Medical College and the school of Agriculture from other than educational funds, the entire direct outlay is Rs. 28,663. To this sum should be added Rs. 3,168, the approximate fee income which Government forego in free scholarships annually given on the results of the University and departmental examinations. It should be remarked here that out of Rs. 7,000, approximately, which is directly expended every year on scholarships in colleges and secondary schools, only a small proportion is utilized in enabling really needy pupils to prosecute their studies for a higher standard, as those obtaining scholarships would in most cases be the children of officials and men of means, such constituting the bulk of the attendance in superior schools. This must be the case so long as mere position determines whether a scholarship should or should not be conferred. The stipendiary scholarships are now confined to students passing the matriculation and F.A. examinations, but the free scholarships extend to the middle school examinees, i.e., pupils of Government schools examined in the middle school and comparative lower fourth class examinations. It will thus be seen that the stipends are only given to encourage young men to proceed with their studies in arts colleges, and not either in higher or middle schools.

"No scholarships of any kind are given in primary schools for boys or girls." [A scheme for girls' schools has since been sanctioned and will be noticed subsequently.]

"It seems to be that the whole question of scholarships needs careful revision, in order that pupils in outlying primary schools, Government and private, should be encouraged to pursue their studies in middle, and those of middle schools, in high schools; and I trust that it may be found practicable to secure the co-operation of local fund boards and municipalities in the matter, and that I may be able to formulate a scheme during the course of next year."

It is satisfactory to note that in 1880-81 "full advantage was taken of the special scholarships for Muhammadans and Uriyas."

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III.

A DESCRIPTION OF THE ACTUAL STATE OF EDUCATION IN THE MADRAS PRESIDENCY ON THE 31ST MARCH 1882, PREFACED BY A SUMMARY OF STATISTICS, &c.

The Madras Presidency forms (with the dependent native states adjoining) the southern part of India. It extends from north to south from the northern extremity of the Ganjam district in latitude $20^{\circ} 18'$ to the southernmost point of the district of Tinnevely a few miles north of Cape Comorin, which is in latitude $8^{\circ} 4'$; and from west to east between east longitude $74^{\circ} 9'$ and $85^{\circ} 15'$ Bombay. The Nizam's dominions and the lower provinces of Bengal bound it on the north; and its eastern, southern and western sides are formed by an almost unbroken sea-coast nearly 2,000 miles in length. The whole area is about 140,000 square miles.

2. For Revenue administration the Presidency is divided into twenty-two districts, and these are grouped by the Educational Department into six Divisions or Inspectorates.

The educational divisions, districts, areas and population are as follow :—

Divisions.	Districts.	*Area in square miles.	Population (Census of 1881).
First	Ganjam	8,313	1,548,698
	Vizagapatam	18,344	2,490,185
	Godavari	7,097	1,792,866
	TOTAL	33,754	5,831,747
Second	Kistna	8,036	1,548,507
	Cuddapah	8,367	1,120,118
	Kurnool	7,358	711,555
	Bellary	11,007	1,340,337
	Anantapur } ^a		
	TOTAL	34,768	4,720,517
Third	Nellore	8,462	1,220,335
	Madras	27	406,117
	Chingleput	2,753	985,554
	TOTAL	11,242	2,612,006
Fourth	North Arcot	7,139	1,817,561
	South Arcot	4,873	1,815,151
	Salem	7,483	1,599,427
	Trichinopoly	3,515	1,519,306
	TOTAL	23,010	6,751,445
Fifth	Tanjore	3,654	2,140,585
	Madura	9,502	2,167,331
	Tinnevely	5,176	1,700,910
	TOTAL	18,332	6,008,876
Sixth	Coimbatore	4,732	1,658,567
	Malabar	6,002	2,333,852
	South Kanara	3,902	959,020
	Nilgiri	749	90,633
	TOTAL	15,385	5,042,072
	GRAND TOTAL	139,191	30,966,663

^a Bellary has recently been divided into Bellary and Anantapur.

3. The country in general consists of a central table-land bounded by the Eastern and Western ghats, with coast-plains on the east and west. The eastern plain includes the most northern districts and the Carnatic; the western the districts of Malabar and Kanara. The little district of Nilgiri is wholly mountainous. It is through the eastern plain that all the longest rivers of southern India flow on their course to the Bay of Bengal.

4. The climate generally may be described as hot; wet on the western coast, and dry on the eastern. Except during the rains, when travelling by road is not easy in some districts, and when floods in the unbridged rivers not unfrequently interrupt traffic during their continuance, internal communication may be said to be good. Railways are being extended.

5. The masses of the people, like those of most other parts of India, belong mainly to the agricultural labouring classes and are consequently very poor. In the rural districts, the dwellings are mere huts, and other particulars relating to the conditions of the people are in keeping. In villages and the neighbourhood of towns matters grow somewhat better; and in the towns themselves, where the bulk of the inhabitants are artificers or traders, their condition is better still. Large landed proprietors and the wealthy class generally form but a very small section of the community.

6. The languages in use are for the most part those classed as "Dravidian." *Tamil* is spoken by about 14½ millions of people, in the south part of North Arcot, and throughout the districts of Madras, Chingleput, South Arcot, Trichinopoly, Tanjore, Madura, Tinnevely, Salem and Coimbatore; *Telugu* by about 11½ millions, in the districts from Ganjam on the north to Pulicat on the south, and Bellary on the west; *Kanarese* by about 1½ millions, in Bellary and South Kanara; *Malayalam* in Malabar by about 2½ millions; *Uriya* in the north of Ganjam by about half a million, and *Tulu* in part of South Kanara by about 30,000. *Urdu* is spoken by the Musalmans, who number nearly two millions. Amongst the educated classes the use of English is spreading rapidly.

7. By the courtesy of the Deputy Superintendent of Census, Madras, we are enabled to append the following table showing the population according to the Census of 1881, arranged under each Religion, and the proportion of each main Section:—

	Population	Proportion.
Hindus	28,497,666	91.43
Muhammadians	1,933,571	6.20
Christians		
Europeans	10,842	0.03
Eurasians	21,392	0.07
Natives	564,004	1.81
Others	16	0
Not stated	114,318	0.37
	711,072	2.23
Buddhists	1,546	0.01
Jains	24,962	0.08
Others	395	0
Religion not stated	1,419	0.00
Total	31,170,621^a	

^a This total is 203,958 in excess of that on page 65 and 70. The discrepancy is not accounted for.

SECTION A.

Instruction in Indigenous schools independent of Departmental aid or inspection;

(a) *Elementary instruction*; (b) *advanced instruction*.

b. Indigenous education was common in this Presidency long before the advent of Europeans. Most villages had their schools; while in every large town or village with Brahman residents, and in every Hindu *Mattam* or monastery, instruction in some branches of Sanskrit learning, or in the Tamil classics and Puranas, and in theology has been from time immemorial a recognized feature. In these high class indigenous institutions the curriculum generally includes:—

I. (In Sanskrit) the Vedas, Upanishads, the Indian system of logic and various systems of philosophy, the grammar of Panini, rhetoric, the *ramayanam*, and other epic poems, the dramas of Kalidas and other Hindu dramatists, besides the Hindu law treating of affairs both temporal and spiritual, and the minor literature that now enters the University curriculum.

II. (In Tamil) the classical works, both literary and ethical, of the Madura Sangam or college, grammar and the system of the Saiva religion.

The high priests, called *Tambirans*, of the *Mattams* in the Tamil country, generally give lectures or depute their old pupils or dependent Pundits to give instruction in the various works of Tamil literature. Such occupations are considered meritorious and a part of their religious duty. The students are generally grown-up young men, intended less for secular than for clerical life. They pay no fee. On the contrary they receive food, and are almost an integral part of the religious establishment of the temples.

In the case of Brahman villages away from the seats of such *Mattams*, there may be found piously disposed pundits almost everywhere, generally much respected and influential, who regard it as a meritorious act to impart to the young the learning they have acquired, and a sin to sell it. Such of them as have won the confidence of the well-to-do receive, no doubt, some support and recognition. The only payment that students tender is the "Guru Dakshana" or presents that their means can command, chiefly in kind; but the students not unfrequently render personal service to the Pundits. In many cases these adventure Pundit teachers are men who have taken to teaching for the love of it. This circumstance, combined with a perfect freedom of action, secures to them a career useful, both as regards the youths of the community to which they belong, and the interests of higher culture of the indigenous kind in what remains of the old Indian literature, law and science.

Some efforts have been made to encourage such high class indigenous education, and a few fairly organised Seminaries for Sanskrit teaching have been established. The subjoined particulars of four of these may be of interest. A Sabha in Madras maintains two:—

(1) *Triplicane Veda Patasala—No. of Pupils 17.*

	Rs.	A.	P.
Salary of the Pundits	99	8	0
Food for the Scholars	344	5	0
Scholarships to Scholars	64	0	0
Utensils and Cooking	12	3	0
Total per annum	520	0	0

(2) *Triplicane Sanscrit School—No. of Pupils 53.*

	Rs.	A.	P.
Salary of the Pundits	486	0	0
Sundry expense and servants	98	0	0
Total per annum	584	0	0

The fund at credit of these institutions is about Rs. 25,000. Annual rewards to Sanskrit Pundits and students after an examination are also given by this Sabha.

There is a small Sanskrit school with about twelve boys at Chillambaram, under the management of the Trustees of Patcheappa's charities, but this is only a school for beginners under one Pundit, costing no more than Rs. 10 per month, and the annual charge is met from a religious endowment of Rs. 25,000 bequeathed by the late Mr. Ponnambala Pillai.

The late Honorable V. Sadagopacharlu's Sanskrit Seminary at Conjeveram, called '*Shodagopa Nilayam*', has an endowment of Rs. 18,000. It has four Sanskrit Pundits, on monthly salaries amounting to about Rs. 50. A few scholarships, formerly given, were discontinued, as being liable to abuse. Such Brahman students as are willing to attend the Seminary regularly and receive instruction in Sanskrit literature, grammar, logic and rhetoric, together with Tamil poetry, arithmetic and composition, are taught free of charge, and the numerical strength of the school is 50 on an average. The learning of the Vedic text is optional.

(a.) In 1823, when enquiry was being made as to the extent of education, Mr. A. D. Campbell, Collector of Bellary, wrote a somewhat detailed account of an indigeneous school, from which the following is adapted:—

The first business of a child on entering school is to obtain a knowledge of the letters, which he learns by writing them with his finger on the ground in sand. When he becomes pretty dexterous in this, he is set to write either with an iron style on cadjan leaves, or with a reed on paper, or with a kind of pencil on a common oblong board, about a foot in width and three in length, planed smooth and smeared with a little rice and pulverized charcoal. Having attained a thorough knowledge of the letters, he next learns to write the compounds, and syllables, &c., then the names of men, villages, animals, &c., and lastly arithmetical signs. He then commits to memory an addition table, and counts from one to 100; he afterwards writes easy sums in addition and subtraction of money, measure, &c. Here great pains are taken with the scholar in teaching him the fractions of an integer, which descend not by tens as in our decimal fractions, but by fours, and are carried to a great extent. In order that these fractions, together with the arithmetical tables, may be rendered quite familiar, the boys are made to stand up twice a day in rows, and repeat the whole after one of the monitors.

The other parts of native education consist in deciphering hand-writing, in writing common letters, drawing up forms of agreement, reading fables and legendary tales, and committing various kinds of poetry to memory.

The three books which are most common in all the schools, and which are used indiscriminately by the several castes, are the Ramayanum, Maha Bharata and Bhagavata; but the children of the manufacturing class of people have, in addition to the above, books peculiar to their own religious tenets, which are all considered sacred, and are studied with a view of subserving their several religious creeds.

The lighter kind of stories, which are read for amusement, are generally the Panchatantra, &c.

The whole of the books, however, whether they treat of religion, amusement, or the principles of the languages, are in verse, and in a dialect quite distinct from that of conversation and business. The alphabets of the two dialects are the same, and he who reads the one can read, but not understand, the other also. The natives, therefore, read these (to them unintelligible) books to acquire the power of reading letters in the common dialect of business; but the poetical is quite different from the prose dialect which they speak and write: and though they

read these books, it is to the pronunciation of the syllables, not to the meaning or the construction of the words, that they attend. Indeed few teachers can explain, and still fewer scholars understand, the purport of the numerous books which they thus learn to repeat from memory. Every school boy can repeat *verbatim* a vast number of verses, of the meanings of which he knows no more than the parrot that has been taught to utter certain words. Accordingly, from studies in which he has spent many a day of laborious but fruitless toil, the native scholar gains no improvement, except the exercise of memory and the power to read and write on the common business of life; he makes no addition to his stock of useful knowledge, and acquires no moral impressions.

The above description applies equally to purely indigenous schools of the present day where they have not been affected by any extraneous influences. We have been furnished by the Director of Public Instruction with the following:—

Statement of Indigenous Schools in the Madras Presidency not yet brought under inspection.

DISTRICT.	Number of Schools.	Approximate Attendance.	REMARKS.
Ganjam	409	5,317	
Vizagapatam	38	798	
Godavari	150	3,750	
Kistna	16	320	
Bellary	17	308	
Cuddapah	8	144	
Kurnool	4	80	
Nellore	26	390	
Madras	91	2,366	
Chingleput	147	2,940	
South Arcot	677	11,509	
North Arcot ^a	...	...	^a For these four districts no returns have been received.
Salem	256	3,840	
Trichinopoly ^a	...	...	
Tanjore	456	8,664	
Madura	191	4,393	
Tinnevely	233	5,825	
Coimbatore	36	643	
Nilgiri ^a	...	...	
Malabar	73	2,774	
South Kanara ^a	...	...	
TOTAL	2,828	54,064	

We have been favored also with the following more complete statement, which shows all schools indigenous in character; such as have not yet been brought under the supervision of the department being in the preceding table:—

Statement showing the Statistics of Indigenous schools in the various Districts of the Madras Presidency.

No.	DISTRICTS.	Population as per census returns of 1891.	Number of villages having indigenous schools.	Number of indigenous schools.	Approximate number of children in indigenous schools.	Number of teachers employed in such schools.	Number of such teachers who have been trained in Normal schools.	NUMBER OF TEACHERS WHO ARE			Average monthly emolument of such teachers in unaided schools.	Average remuneration given by pupils in such schools.
								Masters by profession.		Adventurers.		
								Above 30 years of age.	Under 30 years of age.			
1	Ganjam	1,548,686	783	929	12,153	920	...	490	439	...	6½	3½
2	Vizagapatam	2,490,185	502	582	12,172	621	42	355	266	...	6½	4½
3	Godavari	1,792,866	522	641	16,027	730	155	360	370	...	7	5
4	Kistna	1,548,507	304	387	7,790	410	9	264	135	11	3½	2½
5	Bellary	1,329,807a	222	267	4,802	267	...	138	117	12	3½	3½
6	Cuddapah	1,120,118	145	165	2,892	168	1	67	101	...	4½	4
7	Kurnool	680,883a	58	66	1,305	74	...	42	21	11	4½	4½
8	Nellore	1,141,636a	145	161	2,389	161	...	104	57	...	4½	3½
9	Madras	406,117	1	169	4,466	176	...	144	32	...	5½	5½
10	Chingleput	985,554	502	623	12,050	633	3	455	198	...	3½	2½
11	South Arcot	1,915,151	1,020	1,148	19,401	1,156	3	438	481	217	3½	3½
12	North Arcot	1,817,581	373	535	13,863	539	74	363	281	...	4	3½
13	Salon	1,599,427	477	611	8,861	615	2	235	191	126	5½	5½
14	Trichinopoly	1,216,593a	253	367	9,845	459	84	172	75	182	4	3½
15	Tanjore	2,140,585	946	1,392	27,046	1,445	3	887	436	122	5½	4
16	Madura	2,167,381	580	902	20,396	987	45	354	56	577	2½	1½
17	Tinnevely	1,700,910	715	897	22,714	959	...	411	424	124	4½	3½
18	Coimbatore	1,638,567	519	627	11,158	646	32	398	248	...	4½	3½
19	Nilgiri	90,633	...	...	...	...	...	...	...	...	...	...
20	Malabar	2,336,237a	267	672	25,653	710	159	241	465	4	3½	3½
21	South Kanara	965,333a	111	123	4,119	189	67	17	152	...	1½	1½
	TOTAL	30,632,662	8,485	11,264	239,136	11,904	638	6,020	4,498	1,366	4½	3½

a Exclusive of 10,630 in the Sancor Estate, 2,152 in the Baugampally taluk, 78,000 in Venkateswari and Pottur Divisions, 927,893 in the Pudukota Estate, 7,615 in the Laccative, and 3,697 in the Andaman Islands.

a Exclusive of 10,550 in the Sancar Estate, 2,767 in the Baugampally Estate, 78,990 in Venkagiri and Palar Divisions, 32,913 in the Pudukota Estate, 7,615 in the Laccadive, and 3,697 in the Andaman Islands.

It appears from these two statements that 8,436 schools of an indigenous character, with about 185,000 pupils, have been brought into connexion with the department. Of 11,904 teachers, 688 are returned as certificated, and 480 as having been trained in Normal schools. The average emolument of teachers in unaided schools is entered as R1-8-0, towards which pupils contribute R3-8-0. The source from which the remaining rupee comes does not appear. We apprehend that the number of trained and certificated teachers, as well as the average emolument must be greatly understated, as will be further noted under Section B. 9 and 10.

The great increase in the number of schools connected with the Department of Education has been due mainly to the gradual absorption of such indigenous schools; and there are probably few except the very elderly among the masters who do not look forward to examination for result grants; and these gradually modify their teaching, to meet the requirements of the Code. In his report on elementary education, the Director states that "a considerable portion of the number of schools entered under aided and unaided belonged originally to the class of indigenous schools;" and that "in most districts they are fast losing their distinctive character or are ceasing to exist, their place being taken by elementary schools of the new type."

One of our witnesses, the Rev. L. St. Cyr, has given some interesting evidence on the subject, part of which we quote. He is speaking of 1841 and following years:—

"In all the towns and principal villages there were elementary schools. The masters were generally men of caste, honoured and respected, and in villages they were regarded as men of importance, friends and counsellors of the families, reading and writing letters for illiterate persons, revising accounts, &c. They were admitted in the home of all, and ordinarily invited to family holidays. Their conduct was generally irreproachable. In towns their salary, which was rather low, consisted of a small fee paid by every scholar. In villages the fee was in many cases paid in nature, viz., with grains of different sort. They also received not unfrequently some gratifications in cloths, vegetables, &c., and commonly their condition was comfortable. These schoolmasters obtained a great authority over their scholars. They spoke little and seldom got angry. They sometimes punished bad or lazy boys, but scarcely went beyond due moderation. I have known a schoolmaster who held his school for 40 years in the same village, and during this long time enjoying the esteem and good will of all the inhabitants, and the love of the scholars who had been under his tuition. Sometimes this office of schoolmaster was hereditary in the same family. Invariably the same matters were taught in these elementary schools, viz., reading, writing, calculation. They added some easy and popular songs. At first the boys learned letters, uttering them aloud and writing them on sand dust. When the boys knew how to articulate the letters well and write them on dust, they were shown to him written on cadjan leaves, and he was taught to read them and write them in cadjan leaves. In the same manner he was taught syllables and afterwards sentences, at first on sand dust, then on cadjan leaves. In those times printed books were unknown. Such a method was, no doubt, long and tedious, and required great patience in the master and great perseverance in the scholar. It was only after four or five years that the boy could read and write fluently."

SECTION B.

Primary Instruction recognized by the Department (Boys).

Primary instruction is divided by the Department into upper and lower. The standard for the latter is as follows:—

- To read at sight with facility a moderately easy book in a Vernacular language (15 marks).
- To write to dictation from the same (25 marks).
- To work sums in the first four rules of arithmetic, simple and compound, including easy miscellaneous questions (40 marks).

The upper primary examination includes three compulsory subjects, and any two of five optional ones.

The compulsory are:—

- Reading at sight with fluency and intelligence, and writing to dictation.
- Arithmetic including compound rules, vulgar fractions, and mental arithmetic applied to bazaar transactions.
- Geography (Asia).

The optional are the following:—

- A Vernacular language—Recitation, 200 lines to be brought up, and ability to answer questions on the meaning, subject matter and Grammar.
- A second language. Reading and construing; dictation and oral translation.
- History—India, England, or the World's History.
- Hygiene.
- Agriculture.

The full scheme for both these standards will be found on page 22, &c., of Appendix B to this report.

a 2 and 3. The extent of primary education on the 31st March 1882 is shown in the following statement:—

For purposes of comparison the totals for 1880-81 are given also.

Primary Schools and Scholars (Boys).

YEARS.	GOVERNMENT.		AIDED.		UNAIDED.		TOTAL.		NATIONALITY.					
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
1880-81	1,098	41,769	5,508	150,877	5,097	90,770	11,703	283,216	1,713	20,489	237,458	20,757	2,399	
1881-82	1,173	43,686	7,195	194,616	5,596	103,084	13,964	341,336	1,832	23,108	288,687	24,216	3,233	
Increase	75	1,917	1,687	43,839	499	12,264	2,171	58,120	119	2,619	51,029	3,469	884	

There was thus the large increase during the year of 2,171 schools and 58,120 pupils, or 18.4 per cent. in schools, and 20.5 per cent. in scholars.

It is satisfactory to note that the bulk of the increase was in aided schools. The great majority of the additions to this year's numbers would have appeared in last year's report as 'unaided,' these working upwards to obtain recognition and aid, a number being transferred year after year to the class of 'aided,' while numerous previously unrecognized ones get into the list of 'unaided,' and so come under departmental influence.

The proportionate increase, in the year, according to nationalities was as follows:—

Europeans and East Indians	6.9
Native Christians	12.7
Hindus	21.4
Muhammadans	16.7
Others	36.8

The last figure would seem to show that pupils of the lower castes are increasing more rapidly than others.

It will be seen from general return No. II prescribed by the Commission, and to be found in the Appendix, that of the 65,015 pupils in English Primary schools, 1,894 were girls; while the number of girls in Vernacular Primary boys' schools was 11,768, out of the total of 276,321, giving an aggregate of 13,662 girls in boys' schools.

4. The subjects of instruction are indicated generally in the standards above given in para. 1, but greater detail, with the text-books in use, will be found in the following extracts from the Grant-in-Aid Code and Standing Orders. It may be premised that, in ordinary Government and salary grant schools, the class termed the second is the upper primary class, whilst in result schools the corresponding class is termed the fourth standard class.

a The numbering corresponds with the sub-divisions in the 'Outline'—*vide* p. 1.

Upper Primary Class Work in Government and Salary-Grant School, Second Class.

Subject.	Text-Book.	Portion.	Remarks.
English Reading	Cartwright's Second English Book, English Series.	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in any sentence, containing only such words and constructions as occur in the text-book. The pupil will be tested in construing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
English Writing	Varo Foster's, Morgan's or any series of copy books or copy stints, sold at the Central Book Depot.	Sound hand	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
English Dictation	The remaining parts of speech (i.e., besides nouns, adjectives and verbs).	Sentences from the portion read	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
English Grammar	The grammatical portion of Cartwright's Second English Book.	The whole	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Translation from English into the Vernacular and from the Vernacular into English.	As contained in Cartwright's Second English Book.	The whole	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Vernacular Reading	Tamil, Telugu, Malayalam and Coorgese. Vernacular Series.	The whole	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Vernacular Writing	Uttar, Hittoraleth, Hindostani, Malayalam, Telugu, Part I.	Part I and II	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Vernacular Dictation	Any ordinary Manuscript.	Prose reading on the first 200 lines of the Poetry	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Vernacular Poetry	Copy books or copy stints.	Running hand	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Vernacular Grammar	Tamil, Telugu, Malayalam or Coorgese. Anthology No. 1.	Passages from any portion.	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Arithmetic	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	The first 200 lines	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Geography	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	Pages 1-15 and 42-43	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
History	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	Pages 1-15 and 42-43	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Agriculture	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	Pages 1-15 and 42-43	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Hygiene	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	Pages 1-15 and 42-43	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Model Work	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	Pages 1-15 and 42-43	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.
Spelling	Uttar, Suro Suro, Hindostani, Malayalam, Telugu, Part I.	Pages 1-15 and 42-43	The pupil must be able to make easy applications of what he has learnt to the reading of the text-book. The pupil will be tested in transcribing very easy sentences, which he has not previously studied, also appraising him as to the accuracy of his pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil. Marks will be given both for writing and spelling.

Fourth Standard Results.

Maximum of Marks.	Heads.	Tests.
		<i>Vernacular.</i>
8	1st Head (Reading) .	(a.) To read with ease and correctness a few lines from any approved book not previously studied, equal in difficulty to the Third Book of Lessons, and also from any ordinary manuscript.
24		(b.) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Third Book of Lessons, or any approved reading book of equal difficulty. Fifty pages to be brought up.
32		
4	2nd Head (Writing) .	(a.) To transcribe in running hand on paper a sentence from the reading book in use.
12		(b.) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third Book of Lessons.
16		
48	3rd Head (Arithmetic) .	Miscellaneous questions in the compound rules and reduction, easy questions in vulgar fractions, mental arithmetic applied to bazar transactions. In Vernacular Schools the questions will bear exclusively on the Indian tables published by the Director of Public Instruction, including the native multiplication table of integers and fractions marked A, and the table used in native bazars marked B.
4	4th Head (Poetry) .	(a.) To recite a few lines from any approved book of poetry or moral aphorisms equal in difficulty to the Poetical Anthology No. I. Two hundred lines to be brought up not including any brought up under the previous standards.
12		(b.) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
16		
24	5th Head (Grammar) .	To answer questions in any approved elementary grammar, with parsing and application of the rules to the reading book.
24	6th Head (Geography) .	An elementary knowledge of the Geography of Asia, as contained in Duncan's Introduction to the Geography of the World, Part I, or any approved Geographical Primer.
		<i>English.</i>
12	7th Head (Reading) .	(a.) To read a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society.
36		(b.) To construe a passage from the Second Book of Reading, or any approved book of equal length and difficulty, previously prepared.
48		
8	8th Head (Writing) .	(a.) To submit a full copy-book in round hand, each page to be signed and dated by the pupil.
16		(b.) To write from dictation sentences from the English reading book in use.
24		
12	9th Head (Grammar) .	(a.) Simple questions on Etymology with parsing and easy applications of the rules to the reading book.
12		(b.) Oral translation of very easy sentences into English.
24		
48	10th Head (History) .	<i>Alternative Vernacular Subject.</i> The leading facts of the History of India from the fall of Seringapatam in 1799 to the abolition of the East India Company's political power in 1858, as contained in any approved elementary history, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
48	11th Head (Hygiene) .	W. E. Dhanakoti Raju's Elements of Hygiene or any approved book containing easy lessons on the preservation of health.
48	12th Head (Agriculture) .	Robertson's Agricultural Class-Book or any other approved book.

[NOTE.—A school can gain a grant without English.]

The number of pupils learning each language on the 31st March 1882 is returned as follows:—

SCHOOLS.	Total of pupils.	NUMBER LEARNING		
		English.	A classical language.	A Vernacular language.
Government	43,686	8,975	347	45,432
Aided	194,616	22,578	917	192,689
Unaided	103,034	4,481	1,231	102,887
TOTAL	341,336	36,034	2,495	339,008

5. The standards of the two primary examinations are shown above in para. 1. The statistics for these examinations for 1880-81 and 1881-82 are given in the following statement.

Primary Examination Results.

NAME OF EXAMINATION.	No. of INSTITUTIONS sending EXAMINERS.	NUMBER OF EXAMINERS.				NUMBER PASSED.				Not ascertainable.			
		Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Total.
Upper Primary	203	565	19	787	2,566	1,801	3,492	144	5,008	426	309	31	765
Lower Primary	739	1,897	150	2,786	5,912	4,194	7,992	610	13,020	496	46	13	14,899
TOTAL	942	2,462	169	3,573	8,478	6,005	11,484	754	18,688	922	355	44	21,311
Upper Primary	276	799	64	1,043	2,983	2,102	3,981	278	6,412	48	31	79	7,221
Lower Primary	852	2,253	320	3,457	6,272	4,667	9,350	795	14,899	13	13	13	14,925
TOTAL	1,128	2,994	384	4,506	9,255	6,769	13,331	1,073	21,311	61	44	92	21,407

[NOTE.—The total of passed scholars is not ascertainable.]

Looking first at the upper primary, the total number of examinees rose from 8,674 in 1880-81, to 9,760 in 1881-82, and the number of passes from 5,668 to 6,412. For the lower examination the numbers were 18,819 examined, with 13,020 passed in 1880-81, against 21,486 examined, and 14,899 passed in 1881-82.

The Director's opinion of the value of these examinations is recorded on page 57. They are held under the orders of the Government of India, but there is a strong opinion in some quarters that they are rather an injury than a benefit. In particular, the publication in the *Gazettes* of the names of those passing the upper primary examination is objected to; as is also the rule that promotions must be made only in accordance with the results. Hitherto this regulation has not been at all rigidly enforced; but it is the principle that is called in question.

One of our most experienced witnesses expresses himself as follows:—

"I regard with much apprehension the policy which makes promotions from class to class dependent on the results of public examinations extending over a whole province.

"One of the chief objections to extending the system of public examinations downwards to the earlier years of school-life is the strain it puts on the physique of pupils. To young men and women whose bodies and minds are approaching maturity, public examinations are a sufficiently trying ordeal. But when applied to little boys and girls, they come to be a refined species of torture, which cannot fail in many cases to sow the seeds of future disorder to brain, or heart or digestion.

Among the school-going classes of this country the idea is already far too prevalent that public examinations constitute education. The tests of knowledge are looked upon as of far more moment than knowledge itself. If he is to advance to higher instruction, the people must, some time or other, be brought in contact with the stimulus of public examinations; but it seems to me very desirable that in early years this stimulus should be kept in the back-ground as much as possible, and that the youthful mind should be familiarized betimes with the idea that knowledge is valuable for its own sake."

6, 7. In primary schools that are departments of higher institutions, the supply of apparatus and furniture is generally fairly sufficient, but the vast majority of result schools are miserably supplied. The suggestion has been made, that the expenditure of a portion of the grant in purchasing a board, one or two maps, slates, &c., should be insisted on; this, however, has never been adopted. Primary schools generally have no libraries, nor would books be of use except to the master himself, and not always to him.

School accommodation for result schools is on a par with the apparatus. An open pial or raised verandah facing the street is among the best of the places provided. Sometimes a dark room is used. We believe that Inspecting officers not unfrequently hold their examinations under a tree. Occasionally, where a well-to-do man has children in the school, a portion of his house is appropriated for its accommodation. A shed, used for cattle at night, sometimes does duty as a school-room by day. Where local fund boards and municipalities have schools, there is generally fair, and sometimes good accommodation, but the village teacher is too poor to invest capital in a building. If he can secure the use of a Chuttram or of a Muntapam he is fortunate:—

8. With regard to the marking of attendance, the result Code is precise and stringent, the following being among the rules laid down.

Regular registers of admissions, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded.

The attendance registers must be marked every time that the school meets.

The village or house-name of the pupils must be written in full in all the registers, and when there are two pupils of the same name, the father's name must be added. No entries are to be made in pencil, to be inked over afterwards. There must be no blanks or erasures. If any error has been made it must be corrected by a foot-note. And in every case the register produced must be the original register, and not a fair copy.

Every register must have the pages numbered before any entries are made in it.

Any falsification of the registers, any misrepresentation regarding the fees and attendance, any deception in the presentation of pupils, and any other fraud or irregularity, shall be similarly reported after the completion of the examination, and the countersigning officer will have the power to withhold the grant in such cases and to take any ulterior measures which the occasion may appear to him to demand.

The officers termed 'Inspecting Schoolmasters' have it as an important part of their duty to examine the registers on their visits to the schools; and the Deputy Inspectors, who examine most primary schools for result grants, check the registers, and send any suspicious ones to the Inspector, or report any suspicious circumstances. Some local fund boards have adopted the plan of printing registers, and supplying them to masters at cost price, their use being made compulsory. These various provisions tend to secure reliability in the registers, but instances come to light occasionally showing that all are not trustworthy. In such cases the offending master is made an example of by the withholding of the whole or of a portion of the grant he would otherwise have received.

9. Provision is made for the training of teachers of primary boys' schools in 28 Normal schools, of which one is a Government institution, three are aided and twenty-four are supported by local funds. The number of pupils in these on the 31st March last was 770. Of these, 166 learnt English, 14 a classical, and 763 a Vernacular language, three-fourths were thus being prepared for teaching in the Vernacular only. Of the 770 pupils, 167 were Native Christians, 561 Hindus, 41 Mussalmans and one was Eurasian or European. The standard aimed at in these schools is what is termed the "special upper primary examination," the exact curriculum for which may be found on page 11 of Appendix B. to this report.

It will be seen from the statement in Section A, that the number of teachers employed in indigenous schools is returned as 11,904, of whom 688 hold certificates, and 480 have been trained in Normal schools. We have already stated that the two latter numbers seem to be below the actuals. As a means of applying a test we have examined the reports from 1859-60, to ascertain the number of persons who have passed the 4th and 5th grades of the teachers' certificate examinations, and we find it to be as follows:—

YEAR.	NUMBER PASSED.		REMARKS.
	4th Grade.	5th Grade.	
1859-60	31	83	a These examinations were called the 8th and 9th Grade respectively up to 1864-65. The subsequent 4th and 5th nearly corresponded.
1860-61	Not available.		
1861-62			
1862-63		91	
1863-64		113	
1864-65	90	164	
1865-66	36	229	
1866-67	34	115	
1867-68	54	124	
1868-69	23	217	
1869-70	93	412	
1870-71	98	265	
1871-72	104	359	
1872-73	50	317	
1873-74	97	290	
1874-75	65	194	
1875-76	49	216	
1876-77	34	118	
1877-78	12	191	
1878-79	43	209	
1879-80	53	226	
1880-81	c	232b	b Special Upper Primary. c The middle school has superseded the fourth grade examination, and in the published list teachers are not distinguished.
1881-82		457b	
TOTAL	1,004	4,823	

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1878-79	43	209	
1879-80	53	226	
1880-81		232	b Special Upper Primary. c The middle school has superseded the fourth grade examination, and in the published lists teachers are not distinguished.
1881-82		457	
TOTAL	1,004	4,823	

We have thus considerably over 5,000 actually passed the certificate examinations for primary teachers in these 23 years. Allowing 50 per cent. for casualties, leaving the profession of a teacher, and rising to work in secondary schools, there are left some 2,500 as the number of certificated teachers that must be actually at work in primary schools. The number of elementary Normal schools has rapidly increased of late years, and is still being added to, and at a moderate estimate, some 500 trained teachers are now being sent out annually. The further development that must follow the present policy seems to promise sufficient provision for the training of elementary teachers.

Their pay and prospects have improved. The three main classes of schools in which they are engaged are

- (a.) Private schools.
 (b.)—Combined schools of local fund boards and municipalities.
 (c.)—Salary do. do.

The latest statistics, for 1881-82, give 8,076 as the number of primary schools that received results-grants, the total amount paid being Rs. 3,51,559, giving an average per school of Rs. 43-8-6, or Rs. 3-10-0 per mensem. If to this be added the average fee payment as returned in the table in the preceding section, the average income of a village school-teacher would appear to be about Rs. 7 per mensem.

Teachers in combined schools hold a higher position, first from being the servants of local fund boards or of municipalities; and secondly from a certain monthly salary being assured. The fixed salary of schoolmasters in combined schools averages about Rs. 5, and their contingent salary probably about Rs. 2-8-0.

In local fund and municipal salary schools, the salaries vary from Rs. 5 for an assistant, to Rs. 10, or Rs. 12 for a head-master. Some boards, however, pay much more; in the Saidapett local fund primary school, for example, the salaries rise as high as Rs. 25. Generally only masters who have passed the matriculation examination can secure salaries of Rs. 18 or Rs. 20.

The following extract from para. 28 of the Grant-in-Aid Code [*Vide* page 4, of Appendix B.] shows the scale of pay, &c., of teachers of primary classes.

School and Class.	Qualifications expected.	SALARIES CONTEMPLATED.	
		From	To
UPPER PRIMARY.			
Second	Matriculate or 4th Grade	20	30
LOWER PRIMARY.			
First	Matriculate or 4th Grade	15	20
Preparatory B (Vernacular)	4th or 5th Grade	10	15
Do. A (Do.)	5th Grade	7	10

10. The expenditure in boys' primary schools is returned as follows:—

GOVERNMENT (INCLUDING L. F. AND MUNICIPAL) INSTITUTIONS.										AIDED INSTITUTIONS.					UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.				
Provincial Re- venue.	Local Rates or Grants.	Municipal Grants.	Fees.	Endowments.	Other Sources.	Total.	Provincial Re- venue.	Local Rates or Grants.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Subscriptions.	Fees.	Other Sources.	Total.	
2a	2b	2c	2d	2e	2f	2g	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	3k	3l	
English	51,108	53,626	14,365	41,304	36,027	1,709	1,94,631	35,911	35,008	10,733	1,16,168	601	9,629	89,325	8,09,677	722	1,412	17,584	27,798
Vernacular	7,135	95,268	8,233	9,963	...	579	1,21,228	27,496	2,22,635	20,007	1,93,213	315	2,476	88,508	5,51,615	2,312	...	1,23,610	50,413
TOTAL	58,243	1,48,804	22,648	51,267	36,027	1,130	3,15,859	63,407	2,57,643	30,740	3,09,381	916	12,405	1,77,833	8,64,292	3,034	1,412	1,40,224	78,211
English	53,039	43,906	14,749	38,160	29,229	21,432	2,00,535	38,931	26,400	16,467	1,00,976	...	13,092	91,631	2,87,547	903	...	18,553	20,516
Vernacular	7,512	1,06,763	8,349	12,060	...	652	1,35,330	19,069	1,51,610	15,616	1,51,218	...	1,022	65,803	4,04,837	2,412	...	1,20,430	48,407
TOTAL	60,551	150,669	23,098	50,220	29,229	22,144	3,35,865	58,000	1,78,010	32,082	2,52,194	...	14,114	1,57,434	6,91,884	3,315	...	1,38,983	68,923

^a Previous to 1881-82 'Subscriptions' were entered under 'Other Sources.'

The expenditure on Government primary schools was thus Rs. 315,859, showing a decrease of Rs. 20,056 on the year preceding. The total was made up of the following contributions:—

	Rs.	
Provincial revenues	58,243	
Local rates	1,48,804	This gives an excess of Rs. 1,130, made up, probably, of fees carried to credit.
Municipal rates	22,648	
Fees	51,267	
Endowments	36,027	

Aided institutions show a largely increased expenditure, the total being Rs. 864,322, again, Rs. 6,91,884 in 1880-81, every item except 'endowments,' having a larger total, thus,—

	From	To	
Provincial revenues	rose Rs. 58,050	Rs. 66,407	or by 14.4 per cent.
Local rates	" " 178,010	" 257,643	" 44.7 "
Municipal rates	" " 32,082	" 39,742	" 23.8 "
Fees	" " 252,194	" 309,381	" 22.6 "
Other sources	" " 157,434	" 177,828	" 12.9 "

The two great increases were thus in local and municipal rates, and fees. Both these facts may be regarded with satisfaction, seeing that it is to local and municipal funds that primary education must look for its extension; while the more the people contribute in the way of fees the greater is the appreciation shown of education, assuming always that there are no prohibitive rates laid down, and such would, as a matter of fact, defeat the object of their imposition, besides placing an obstacle in the way of the spread of education.

Financial returns from unaided institutions, except for the few of the higher class, are, we believe, little to be depended on. Their numerical returns may be and are checked, and we think that they may be trusted as generally correct; but it is not so with the financial. The village schoolmaster keeps no accounts, and knows little more of his receipts than that he manages to live on them, eked out by presents, and payments for odd jobs such as writing petitions, &c. Moreover, when he is called on to fill up a statement, he has a suspicion that any flourishing account of his income would have the effect of reducing his possible grant. On the other hand, when schools applying for grants are under managers, who start them as a speculation, paying teachers small stipends and themselves appropriating the grants, there is a strong temptation to exaggerate the expenditure, with a view to strengthening the claim for a grant. On the whole, therefore, we consider the financial returns of unaided primary schools to be exceedingly unreliable. Taking the figures in the above table for what they may be worth, they give an increased expenditure during 1881-82 of about Rs. 8,000 on two lakhs.

11. *Fees.*—The rates of fee in the primary classes of Government and aided schools are given in full on page 50. The rates in local fund and municipal schools, being left to each local body, vary, the general tendency being to fix them very low. Moreover, Result schools are under no restriction as to their rates of fee: there is, however, the general proviso in the rules for result grants that "amongst schools otherwise equally eligible a preference will be given to those in which school fees are levied and trustworthy returns of such fees are submitted."

One of our witnesses, Mr. H. S. Thomas, M. C. S. of the Board of Revenue, expresses himself on the impolicy of the option left to L. F. Boards in the following words:—

"Considering that the local fund boards are only another name for Government, it will be a contradiction in terms for Government to raise the school fees in the few institutions directly under its management up to a rate that will be just both to the private educationist and the tax-payer, and yet to leave it to the local authorities in all the numerous schools all over the country indirectly under Government to wholly neutralise their policy by levying slight or no fees at will."

In Government and salary grant schools five per cent. of the whole number of pupils, exclusive of any on endowments, may be free scholars. There are no other recognized exemptions from payment.

Fees collected in Government schools are paid into the local treasury and credited to Government like any other item of revenue. A similar course is followed in L. F. and municipal schools. In aided schools fees form part of the receipts of the managers, or of the income of the master, as the case may be.

12. *Scholarships and Prizes.*—No scholarships of any kind are given in primary schools for boys (*vide page 63*). The Director of Public Instruction has it in view, however, to formulate a scheme during the current year.

Prizes are distributed annually in most schools of a public or a quasi public character. The *Madras School Book and Vernacular Literature Society* has done, and is still doing, further good service by publishing, at a very small cost, in the Vernacular languages, books that make excellent prizes for primary schools.

General Remarks.—Primary education in Madras appears to be on a sound basis. The schools shown are not 'paper schools,' and their work is submitted to a real test, by which the extent to which they are aided is determined. The system, or rather the systems, have been developed gradually and an experience gained. These systems will be dwelt on in the proper place, more particularly in section II. Among the requirements for improvement and extension are:—

(1) More localized management, probably under district superintendents. Local management would secure interest and supply a check to abuses, while a superintendent for each district could keep the whole of his charge well in hand. The ranges of the present Deputy Inspectors of Schools are generally too large. With a superintendent for each district it might be possible to reduce the number of Inspectors, each of whom would have a certain number of superintendents under him; his duties would thus become more of control with less of individual inspection; he would, in fact, become a Deputy Director.

(2) In the next place improved masters are a pressing want. For the training of these some addition to the number of local Normal schools seems to be required. There has been a considerable increase in their number, and they are, we believe, generally well organized and worked: a still further development of the system is a desideratum. On this point there is a pretty general consensus of opinion amongst our witnesses, though some of them hold an opposite view. For the further increase of Normal schools, as well as for an increase in the number of locally managed or aided schools, additional expenditure is of course required. It appears, however, that by no means the whole of the local funds properly assignable to education have been hitherto devoted to that object. In his Report on elementary education, the Director says:—

"At present not above one-twelfth of the proceeds of the land cess are being expended on education, whilst the fair proportion of this cess to be so expended is one-sixth. A few Local Boards, however, are already spending more than one-sixth, viz., the Malabar and South Kanara and the Godavari Boards. In the former districts ample funds are at present available for the extension of elementary education, but in the latter either a larger share than one-sixth of the land cess must be assigned to education, or a special tax introduced, if educational effort is to be much extended."

"Only 5 per cent. of available income is on the average expended upon education in mofussil municipalities, although one municipality is expending as much as 20 per cent. and three others 10 per cent. Assuming that 15 per cent. of municipal income should, exclusive of fees, be devoted to education, it follows that, in most towns, funds should be available for greatly extending education. From the result obtained in some municipalities, there is, however, reason to believe that adequate provision could be made in most municipalities without, in the course of a few years, involving any appreciable outlay from municipal funds, municipal elementary schools having a fair prospect of becoming self-supporting by means of fee revenue and grants from provincial funds for the upper primary standard."

SECTION C.

Secondary Instruction [Boys]—(a) Middle Schools. (b) High Schools.

Secondary education in Government and Salary Grant schools begins in the middle school, in the class termed the third, which is next above the upper primary, and it ends in the matriculation class.

It is carried on in five classes, thus:—

High schools.	{ Matriculation (or Vith class). Fifth class.
Middle school.	{ Upper Fourth (7th Results) class. Lower Fourth (6th " " " Third. (5th " " " "

The standard for the matriculation class is prescribed by the University; that for the third by the Director of Public Instruction. The two standards will show the superior and inferior limits of secondary instruction in this Presidency. They are as follow:—

MATRICULATION CLASS.

i. ENGLISH LANGUAGE,

in which each candidate must undergo examination.

ii. OPTIONAL LANGUAGE.

One of the following languages at the option of the candidate:—

Sanskrit.*	Arabic.	Telugu.	Urdu.
Greek.	Persian.	Kannarese.	Urdu.
Latin.	Tamil.	Malayalam.	

iii. MATHEMATICS.

- (a) *Arithmetic*.—The first four rules, reduction, vulgar and decimal fractions, proportion, practice, extraction of the square root, interest.
 (b) *Algebra*.—addition, subtraction, multiplication, division, involution and evolution of algebraical quantities, and simple equations with easy problems.
 (c) *Geometry*.—The first three books of Euclid with easy deductions.

iv. GENERAL KNOWLEDGE.

- (a) The leading facts of the History of India.
 (b) General Geography and the Geography of India in particular.
 (c) Chemistry.—Prof. Roscoe's *Chemistry* to the end of Art. 52 (Science Primer Series).
 (d) Elements of Physics.—Prof. Balfour Stewart's *Physics* (Science Primer Series), first 67 paragraphs.

There shall be two papers of questions in the English language, one of which shall bear exclusively upon the selected text-books, and the other contain a piece or pieces for paraphrase not selected from the text-books, and questions on the language generally.

In the second language there shall also be two papers, of which one shall contain questions on the text-books, and on the grammar, structure, and idiom of the language, while the other shall consist wholly of passages for translation from English into the second language, and from the second language into English, with the addition, in the case of Vernacular languages, of original composition.

The passage for translation from English into the Vernacular shall be the same for all languages. The passages for translation from the second language into English shall consist partly of extracts from the text-books and partly of extracts of somewhat less difficulty from other authors.

* In the Deva Nagari character only.

THIRD CLASS.

Subject.	Text-Book.	Portion.	Remarks.
English Reading	Marden's Third Reader, English Series	The whole	The pupil's ability to construe and converse will be tested not only in the test-book, but also in passages containing only such words and constructions as the pupil has learned. Appendix A will afford matter for holiday tasks. The dictionary must be learnt by heart. Ability to read will be tested in some <i>bits of equal difficulty</i> , not previously studied, due allowances being made for words with the pronunciation of which the pupil cannot be expected to be acquainted. One hundred pages to be exhibited, each page to be signed and dated by the pupil.
English Writing	Vers Zetter's Morgan's or any series of copy book or copy slips sold at the Central Book Depot.	Small hand	Marks will be given both for writing and reading.
English Dictation	The reading book in use	Short passages from the portion read	The pupil will be tested in translating easy sentences or passages, which he has not previously seen, but of the same degree of difficulty as those in Appendix A, from and into the vernacular, with the aid of a grammar and dictionary.
English Grammar	Do. Appendix G	The whole of the words given, especially those which are alike in sound, but which differ in spelling and meaning.	The pupil must be able to answer questions on the meaning and subject matter. The entertaining portions of the book will afford suitable matter for holiday tasks. The examination will bear chiefly on the more instructive portions. The pupil will be required to recite a few lines of poetry, not previously studied, equal in difficulty to those in No. 1.
Translation from English into the Vernacular	Grammatical Primer C. V. E. S. or Morgan's Elementary Grammar.	The whole	Do. as far as applicable.
Vernacular Reading	The exercises in Appendix E of Marden's Third Reader.	The whole	Do. as far as applicable.
Vernacular Writing	Tamil, Telugu, Malayalam, and Canarese Krishnamachari's Fourth Reader, Madras School Series.	Parts III and IV	Books of school exercises to be exhibited, each page to be dated and signed by the pupil.
Vernacular Dictation	Urdu, Hittopadesh.	The whole	Marks will be given both for writing and spelling.
Vernacular Poetry	Persian, Majnunah-i-Saleh, Harris School edition	Passages from any portion	
Vernacular Grammar	Tamil, Telugu, Malayalam, Canarese, and Urdu. The reading book in the class, equal in difficulty to the reading book in use.	Any passages from part read.	
Arithmetic	Persian, Meimul-i-Schah, Harris School edition	Sanzas 1-63	
Geography	Tamil, Anthology No. II.	Pages 1-13	
History	Telugu, Nala Charitram	Part I.	
Agriculture	Malayalam, Panchatantram.	Sanzas 1-160	
	Canarese, Panchatantram.	Pages 1-29	
	Urdu, Ranausa, Sundra Kanda	Pages 1-40	
	Tamil, Mahalingaya's	Pages 1-13	
	Telugu, Venkayya's	To the end.	
	Malayalam, Garthwal's and Gunder's Catechism.	Revision of the whole.	
	Canarese, Catechism of Mangalore edition	64-100 with revision of the whole.	
	Urdu, Laila	Page 25 to the end.	
	Persian, Soli's Zuhd-ul-Quwwan	Miscellaneous questions in the compound rule and in the application of them.	
	Vernacular translation of Colman	Questions involving the application of them.	
	Vernacular translation of Duncan's Introduction to the Geography of the World.	Part II, Europe	
	Vernacular translation of the World's History, Madras School Book Society	Chapter XXVI-XLV.	
	Robertson's Agricultural Class Book	Part IV, V, and VI	

Maps drawn during the year to be exhibited.

This subject may be read instead of History in rural schools.

2-3. The extent of Secondary instruction on the 31st March 1882 and 1881 is shown in the following comparative statement:—

		GOVERNMENT.		AIDED.		UNAIDED.		TOTAL.		NATIONALITY.				
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
High	1881-82	22	1,142	51	3,132	12	690	85	4,973	191	402	4,244	117	19
	1880-81	22	1,251	51	2,789	9	271	79	4,311	171	310	3,726	98	6
	INCREASE	...	-109	...	343	9	428	9	662	20	92	518	19	13
Middle	1881-82	134	5,263	221	10,429	305	4,055	660	19,747	791	1,604	16,518	727	107
	1880-81	126	4,513	133	8,445	145	2,687	404	15,645	701	1,141	13,088	668	47
	INCREASE	8	750	88	1,984	160	1,368	256	4,102	90	463	3,430	59	60

a Of the 660 schools, 118 were Vernacular, 4 Government, 21 aided, and 93 unaided with 511 pupils.

b Of the 404, 34 were Vernacular schools all unaided—with 179 pupils.

High schools increased in number during the year from 76 to 85, the increase being entirely in the unaided class. The total number of pupils rose from 4,311 to 4,973, but the number in Government schools fell from 1,251 to 1,142, a result due probably to the smaller number from Government schools that passed the middle school examination, which regulates promotions into the high school. These numbers for the two years were—

	No. Examined.	No. Passed.
For 1880-81	869	523
„ 1881-82	838	439

In middle school instruction there was the very large increase during the year of 256 schools and 4,102 pupils, or 63·3 per cent. in schools, and 26·2 per cent. in pupils. A great part of the increase was, we believe, due to the extension of the system of payment by results to three classes higher than before, namely, to the standard of the middle school examination. This step enabled many schools that had been unable, from the restrictions imposed, to obtain salary grants, to apply for aid under the result system. Under the regulations for application in Form C and subsequent registration, a sudden increase in the number of aided middle schools was not possible, hence the large increase of 160 in the 'unaided' class. These would be eligible for aid during 1882-83. Many of these schools would also be very small ones, parts, really, of primary schools, the masters of which would be tempted, by the large grants offered, to take on a few pupils to the 5th, 6th, and 7th standards. This will account for the percentage of increase in middle schools, 63·3, being so much higher than in pupils, 26·3.

Looking at the nationality of pupils the rates of increase during the year are found to be as follows:—

	High.	Middle.	Secondary instruction generally.
Europeans and Eurasians	11·7	12·8	12·6
Native Christians	29·7	40·5	38·2
Hindus	14·1	26·2	23·4
Muhammadans	18·3	8·8	10·1
Others	216·6	127·6	135·8

c The possible grants per pupil are as follow:—
Fifth Standard Rs. 18
Sixth „ „ 20
Seventh „ „ 25

Reference to the table will show that the absolute number of 'others' is small. The most remarkable increase is in the number of native Christians, their comparative number being also considerable; about one-twelfth of the total in both high and middle schools. Hindus of course form the great bulk of the pupils, about six-sevenths in high schools, and nearly as large a proportion in middle schools.

The number of Muhammadans rose from 98 to 117 in high schools, and from 668 to 727 in middle, the proportion of increase in the former case being considerably the higher. This may be noted as a promising feature, as far as it goes, the proportion of Musalman pupils having hitherto been the less the higher the stage of education, as shown on pages 60 and 61.

3. (a.) No special measures have been adopted in Madras for the education of sons of native chiefs. The Court of Wards does, however, provide that all minors under its care are educated, by means of private tutors, where the estates are large and admit of the necessary expenditure; in other cases in schools the Collectors of districts having it in their charge to look after the latter. On request, the Secretary to the Board of Revenue has favoured us with the last report to Government by the Courts of Wards, from which we gather that there were seven female minors, one of unsound mind, three precluded by their age and position from being instructed, and three under private tuition.

Of the male wards two were of unsound mind, two too young to receive instruction, two were under the tuition of Mr. Gell at Madras, and the others, 33 in number, were reading in local schools, assisted in some cases by private tutors.

The special measures taken for the education of Musalmans have already been given in some detail on pages 59, &c., and do not call for further remark here.

The children of peasants have no special provision made for their education. The schools are open to them, but they have more pressing wants than education, and but few find time for it. As stated by the Director of Public Instruction, in a quotation on page 32, 'the classes who are taking advantage of schools are the well-to-do classes, and not the masses of the labouring population.'

4. The subjects of instruction in secondary schools in the highest and lowest classes, are given in para. 1. The course for the other classes, with the text-books, is as follows:—

SUBJECT.	Text-Book.	Portion.	Remarks.
LOWER FOURTH CLASS (<i>The next above the third</i>).			
English Reading	Barrow's Fourth Reader, English Series	The whole	The pupil's ability to construe and converse will be tested, not only in the text-book, but also in new sentences containing only such words and constructions as the pupil has learned. The book contains a tale to be read during the holidays. The dialogues must be learnt by heart. Ability to read will be tested in some book of equal difficulty, not previously studied.
English Writing	.....	.....	Books of school exercises to be exhibited, each page to be dated and signed by the pupil.
English Dictation	The reading book in use, or any other of equal difficulty.	Passages from portion not read.	Lists of these words should be written out by the pupils, pending their insertion in a new edition of the Fourth Reader.
Do.	Difficult words in common use selected by the teacher.	The words may be taken from Laurie's New Manual of English Spelling, Webster's Guide to English Spelling, or any similar book.	
English Grammar	Manual of English Grammar C. V. E. S.	Pages 1-62.	
Translation from English into the Vernacular.	The exercises in Appendix E of Barrow's Fourth Reader.	The whole	The pupil will be tested in translating passages which he has not previously seen, but of the same degree of difficulty as those in Appendix E from and into the Vernacular with the aid of a grammar and dictionary. He will also be tested in translating somewhat easier passages without such aid.
Translation from the Vernacular into English.	Tamil, Anthology No. II	Stanzas 60-133	
Vernacular Reading and Text-Book	Telugu, Nala Charitram	Pages 13-30	
	Malayalam, Panchatantram (Garthwaite's edition)	The remaining portion	
	Canarese, Poetical Anthology, published by the Basel Mission Press.	Stanzas 151-350	
	Urdu, Ramayana, Sundra Kanda	Pages 20-49	
	Persian, Gulistan, Expurgated edition	Chapter I	
	A letter or petition	Any subject named by the teacher	Marks will be given for writing and spelling as well as for matter and style.
Vernacular Composition	Tamil, Mahalingayya's	Pages 41-70	
Vernacular Grammar	Telugu, Venkayya's	Pages 19-36	
	Malayalam, Gundert's and Garthwaite's Catechism of Malayalam Grammar, Tigot edition.	The portion learned in Malayalam to be revised in the English on the opposite page.	
	Canarese, Sala Vyakaranam	Pages 1-41	
	Urdu, Sadhanamda Doss's	Pages 1-16	
	Persian, Selt's Zabdat-ul-Qawacen	Page 26 to the end.	
Arithmetic	Darnard Smith's and Bradshaw's	Problems and simple proportion; revision of previous rules and miscellaneous questions in the compound rules and vulgar and decimal fractions.	

Geometry	Euclid	Book I to the end of the 16th proposition both in the Vernacular and in English.	
Geography	Clyde's Elementary Geography	Asia	Maps drawn during the year to be exhibited.
Do.	Duncan's Geography of India	Pages 1-61, paras. 1-84	
History of India	Dr. W. W. Hunter's	About 60 pages.	
History of England	Miss Edith Thompson's	To the accession of Henry II.	
English Reading	Bradshaw's Fifth Reader, English Series	The whole	
English Writing	.....	.....	
English Dictation	The reading book in use or any other of equal difficulty.	Passages from portion not read	
Do.	Difficult words in common use selected by the teacher	The words may be taken from Laurie's New Manual of English Spelling, Webster's Guide to English Spelling or any similar book.	
English Grammar	Manual of English Grammar, C. V. E. S.	Pages 62-176	
Translation from English into the Vernacular.	The Exercises in Bradshaw's Fifth Reader, English Series.	The whole	
Translation from the Vernacular into English.	Tamil, Anthology No. II.	Stanzas 139-220	
Vernacular Reading and text-book	Telugu, Nala Charitram	Pages 1-32	
	Malayalam, Gundert's Dhasha Vyakaranam	The whole	
	Canarese, Poetical Anthology, published by the Basel Mission Press.	Stanzas 351-620 omitting prose passages	
	Urdu, Ramayana, Sundra Kanda	The remaining portion	
	Persian, Gulistan. Expurgated edition	Chapters II and III	
Vernacular Composition	A description of a place, an account of some useful natural or artificial product, or the like.	The subject named by the teacher	
Vernacular Grammar	Tamil, Mahalingayya's	Pages 71-79 and general revision.	
	Telugu, Venkayya's	Pages 37-47 and do.	
	Malayalam, Gundert's Dhasha Vyakaranam	Pages 1-60	
	Canarese, Sala Vyakaranam	Pages 41-72	
	Urdu, Sadhanamda Doss's	Pages 13-63	
	Persian, Selt's Zabdat-ul-Qawacen	The whole	
Arithmetic	Darnard Smith's and Bradshaw's	Compound proportion and simple interest. Revision of the previous rules and miscellaneous questions in them.	
Algebra	Tothunter's Algebra for beginners	To the end of fractions.	
Geometry	Euclid	Book I	
Geography	Clyde's Elementary Geography	Europe	
Do.	Duncan's Geography of India	Pages 61-100, paras. 85-203	Maps drawn during the year to be exhibited.
History of India	Dr. W. W. Hunter's	The next 80 pages.	
Do. of England	Miss Edith Thompson's	To the accession of Henry VIII.	

SUBJECT.	Text-Book.	Portion.	REMARKS.
HIGH SCHOOL—FIFTH CLASS.			
English Reading	Potter's Sixth Reader, English Series	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in new sentences not confined to any particular words and constructions. Suitable matter for holiday tasks will be found in the book. The dialogues and poetry must be learnt by heart. Books of school exercises to be exhibited. Each page to be dated and signed by the pupil.
English Writing		Passages from portion not read	
English Dictation	The reading book in use, or any other of equal difficulty.	The words may be taken from Laurie's New Manual of English Spelling, Webster's Guide to English Spelling, or any similar book.	
Do.	Difficult words of less frequent occurrence selected by the teacher.	Pages 1—50.	
English Grammar	Dr. Moris's (Macmillan's Primer Series)	The subjects to be named by the teacher.	Marks will be given both for writing and spelling.
English Composition	Letters on simple subjects	The whole	
Translation from English into the Vernacular.	The exercises in Fowler's Sixth Reader, English Series.	About half	
Translation from the Vernacular into English.	Text-books prescribed for the matriculation examination.	The subjects to be named by the teacher.	
Vernacular Reading	Short Essays	Letters and Sandhat.	The pupil will be tested in translating passages, which he has not previously seen, from and into the vernacular without the aid of a grammar and dictionary.
Vernacular Composition	Tamil, Nannal	Pages 1—50.	
Vernacular Grammar	Telugu, Chinichari, Suri's Bala Vakaravani	Pages 51—100.	
Arithmetic	Malayalam, Gundari's Bhasha Vyakaravani	Pages 101—150.	
Algebra	Canarese, Seta Vakaravani	Pages 151—200.	The pupil must be able to answer questions on the meaning and subject matter of the text-books to write 250 lines of the poetry, and to read a few lines of poetry not previously studied, equal in difficulty to the text-book.
Geometry	Urdu, Sahasrabati Diksha	Pages 201—250.	
Geography	Persian, Bazar-ul-Qadri	Compound Interest. Extraction of square root.	
History of India	Burnard Smith's and Bradshaw's	square and cubic measure. Revision of the previous rules and miscellaneous questions in them.	
Do. England	Todhunter's Algebra for beginners	To the end of simple equations and problems involving them.	Marks will be given for writing and spelling as well as for matter and style.
Chemistry	Euclid	Books I and II with easy deductions.	
Physics	Clyde's Elementary Geography.	Africa, America, and Oceania.	
	Duncan's Geography of India	Page 106 to the end (para. 204 to the end)	
	Dr. W. W. Hunter's	The remaining portion	Maps drawn during the year to be exhibited.
	Misa Edith Thompson's	To the accession of George I.	
	Ruscoe's Primer	Pages 1—28 (Articles 1—19).	
	Ballour Stewart's Primer	Pages 1—31 (Articles 1—23).	

The number of pupils in secondary schools learning each language on the 31st March 1882 was as shown in the following table:—

SCHOOLS.	Total of pupils.	NUMBER LEARNING.		
		English.	A Classical language.	A Vernacular language.
High { Government	1,142	1,142	156	986
Aided	3,132	3,132	615	2,517
Unaided	699	699	135	564
TOTAL	4,973	4,973	906	4,144
Middle { Government	5,263	5,224	503	4,717
Aided	10,429	10,335	1,392	9,057
Unaided	4,055	3,599	416	3,793
TOTAL	19,747	19,158	2,311	17,567

In the high schools all read English; and 906, or nearly one boy in five, a classical language. In middle schools all but about 600 out of nearly 20,000 read English, and about one in eight, a classical language.

It is to be noted that there is no Vernacular high school in the Madras Presidency; and of Vernacular middle schools there are but six, four for boys and two for girls. [*Vide* General Return No. ii.]

University and Departmental Examinations.

5. Of the five classes for secondary education in a Government school, four are annually tested by recognized examinations, as follows:—

- The Sixth by the University Matriculation examination.
- „ Fifth — Departmental comparative „
- „ Upper Fourth — Middle school „
- „ Lower Fourth — Departmental comparative „

In aided schools the sixth and upper fourth enter the same examinations as the corresponding classes in Government schools; but the comparative examinations are optional, and managers of aided schools have not availed themselves of them to any considerable extent. Speaking of the fifth class examination, in his report for 1880-81, the Director says:—

“It is satisfactory to note that all the high schools in the second division, Government and aided, have joined in the examination, and it is likely that the many aided high schools in the other divisions will gradually follow the example. I am very anxious to promote this friendly rivalry between Government and private institutions. The conditions of admission are simply an agreement to regulate promotions by the results of the examination, and to aid in the work of examination. The examination is mainly intended to test pupils for promotion only and not individual excellence.”

During 1881-82 fifteen private institutions entered for the first time.

Of the lower fourth comparative examination, he said:—

“The avowed object of the examination was to stop undue promotions to the upper fourth class, which has now to undergo the middle school examination. The examination was held for the first time in November 1880, when forty-eight Government and seven private schools sent up on the whole 1,182 candidates for the examination. Of these, 789 or two-thirds of the number examined, succeeded, 187 passing in the first class and 602 in the second class. It is to be regretted that more private schools did not join in the examination. I have invited all the managers of private middle schools to join this year.”

Eighty-six schools took part in the last lower fourth comparative examination, of which 55 were Government, seven Local Fund or municipal, and 23 private.

The following return shows the results for the four high and middle school examinations for the years 1880-81 and 1881-82.

SECONDARY

Return shewing the results of prescribed Examinations in the

NATURE OF EXAMINATION.		NO. OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINEES.						
		Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.		
1		2	3	4	5	6	7	8	9	10		
1880-81.	High School.	Matriculation (University) .		21	55	49	125	637	1,576	834	472	3,519
		Comparative of V Class (Departmental)		18	6	1	25	287	69	60	.....	426
		TOTAL .		39	61	50	150	934	1,645	894	472	3,945
	Middle School.	Middle School (Service) .		46	95	72	213	869	2,164	741	.....	3,714
		Comparative of Lower IV Class (Departmental) . .		48	6	1	55	934	163	35	.....	1,182
		TOTAL .		94	101	73	268	1,853	2,267	776	.....	4,896
	GRAND TOTAL .		133	162	123	418	2,787	3,912	1,670	472	8,841	
	1881-82.	High School.	Matriculation (University) .		19	48	59	126	476	1,384	1,336	526	3,722
Comparative of V Class (Departmental)			19	12	4	35	401	334	84	.....	909	
TOTAL .			38	60	63	161	967	1,718	1,420	526	4,631	
Middle School.		Middle School (Service) .		34	104	93	231	838	2,441	1,414	1,952	6,645
		Comparative of Lower IV Class (Departmental) . .		55	18	13	86	1,126	543	214	.....	1,883
		TOTAL .		89	122	106	317	1,964	2,984	1,628	1,952	8,528
GRAND TOTAL .		127	182	169	478	2,931	4,702	3,048	2,478	13,159		

EDUCATION.

Madras Presidency during the official years 1880-81 and 1881-82.

NUMBER PASSED.					CREED OF PASSED SCHOLARS.			PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR OF THE ROLLS OF THE CLASS EXAMINED.		
Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	TOTAL.	Hindus.	Muham- madans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
11	12	13	14	15	16			17	18	19
338	649	289	95	1,371	1,180	32	159	29.1	19.4	Not obtain- able.
211	37	30	.....	278	.....	.....	.....			
549	686	319	95	1,649	.....	.....	.....			
526	951	288	.....	1,765	.....	.....	.....	12.1	10.8	do.
648	116	25	.....	789	.....	.....	.....	.....	.....	
1,174	1,067	303	.....	2,554	.....	.....	.....			
.....	.....	.....	.....	4,203	.....	.....	.....			
224	429	405	71	1,129	960	19	150	18	15	do.
266	117	34	.....	417	371	14	32	.....	.....	do.
490	546	439	71	1,546	1,331	33	182			
439	1,010	456	579	2,484	2,146	65	273	10	12	do.
716	227	122	.....	1,065	.....	.....	.....			
1,155	1,237	578	579	3,549	.....	.....	.....			
1,645	1,783	1,017	650	5,095	.....	.....	.....			

These may be briefly remarked on—

(a) *Matriculation*.—The number of high schools sending in candidates varied as follows:—

Government fell from	21 to 19
Aided „ „	55 to 48
Others rose from „	49 to 59

The total number of candidates rose from 3,519 to 3,722, while the number that passed fell considerably from 1,371 to 1,129. The proportion of passed to examined was—

In Government schools	47.0
„ Aided „	31.0
„ Other „	30.0
Of private students	13.0

The very much higher percentage in Government than in aided and other schools is, we consider, due *first*, to greater care in making promotions, *a* and *secondly*, to the superior average efficiency of the teaching. This does not ignore the fact that individual 'aided' and 'other' schools will stand favourable comparison with any individual Government ones. It is also to be borne in mind that Government schools are all under one general direction, working on one uniform system, while 'aided' and 'other' are under every variety of management.

The following, extracted from the Reports of the Syndicate, shows the percentage of passed to examined from each class of the population:—

YEAR.	Brahmans.	Hindus not Brahmins.	Europeans.	Eurasians.	Native Christians.	Muhammadians.
1880-81 . . .	41.9	32.5	53.5	39.0	34.0	54.2
1881-82 . . .	31.2	27.2	32.7	37.4	33.9	26.8

There would thus appear to have been either a general decline in the efficiency of the instruction during the year, or an increase in the severity of the examination. A want of uniformity in the standard of the University examinations has at different times been complained of, not without reason, and we should think that the more probable cause on this occasion. The classes of Native Christians and Eurasians held their own remarkably well amidst the otherwise general decline. The Muhammadans, on the other hand, show the greatest falling off.

(b.) *Middle School Examination*.—This examination answers the two-fold purpose of determining promotions into the high school, and of testing the qualifications of candidates for admission into the uncovenanted service, for which latter object it has superseded the special uncovenanted service examination formerly held. It has also taken the place of the former examination for fourth grade certificates of the educational department. The numbers entering for it are thus very large. In 1880-81, 3,714 were examined, and 1,765 passed. In 1881-82 the number examined rose to 6,645, and the number passed to 2,484. The numbers sent in and passed by the different classes of schools with their percentages were as follow in 1881-82:—

	No. Examined.	No. Passed.	Percentage of passed to examined.
Government schools	838	439	51.7
Aided „	2,441	1,010	41.3
Others „	1,414	456	32.2
Private students	1,952	579	29.6

^a The following extract from the evidence of one of our witnesses, the head-master of an important Second Grad College, will indicate one cause of failure. He said "Head-masters of private and aided high schools, I speak from experience, are compelled to admit boys unlikely to pass in order to increase their receipts from fees." In cross-examination he admitted such a course to be unsound in principle, but it is, he contended, necessary.

The preparation of private students was thus but little inferior to that of pupils in schools other than Government or aided. It has, however, to be noted that many entering as private students are really pupils of classes above the upper fourth, for which latter class the test is meant primarily.—[*Vide* the Director's remark quoted at the top of page 57.]

The Commission proposes the following as one of its questions to witnesses. "Is it desirable that promotions from class to class should depend at any stage of school education, on the results of public examinations extending over a whole province?" Here we may limit the scope of this question to the particular examination under consideration, which stands in the same relation to middle schools that the matriculation examination holds to those of the higher class. The matriculation examination determines who are qualified to enter on a college course. It is true that it subserves other purposes, and that a great number of those who pass it never proceed farther. Similarly the middle school examination comes in and tests the highest work of the middle school, determining which of the pupils are competent to begin the work of the high school. It has for several years been a matter of general complaint that many are admitted to the matriculation examination who do not reach its standard. The University has, however, steadily refused to place any restriction on admissions. The middle school examination applies a preliminary test, and should, after a few years, secure higher average efficiency in the high schools than these have yet shown; it is thus of value to education. The other objects it serves for, already mentioned, also add to its value, and it occupies, we think, a useful place in our scheme of school examination; but there is a widespread opinion that more than one examination of this kind, anterior to the matriculation examination, is undesirable and injurious. The very large numbers with which the middle school examination deals introduce practical difficulties in its management. These, however, should not prove insuperable with the improved organization that experience in its working will suggest.

(c.) *The Comparative examinations*.—The scope of these was considerably extended during the year, mainly by the addition of other than Government schools. For the fifth class examination 35 schools sent in 909 pupils against 426 pupils from the 25 schools in the year preceding. For the lower fourth examination 86 schools sent in 1,883 candidates, against 1,182 pupils from 55 schools in 1880-81. Four hundred and seventeen passed from the fifth classes, and 1,065 from the lower fourth.

These examinations would appear to be more in accordance with the work of the classes in the Government schools that they test than with that of 'aided' or 'other' schools; or the instruction in the Government institutions must be more efficient than in those aided and other institutions which have taken part in them, as will be seen from the following percentage of passed to examined in the various classes of schools:—

Fifth Class—

Government schools	54.1
Aided other „	35.0
Other „	40.4

Lower Fourth Class—

Government schools	63.5
Aided other „	41.8
Other „	57.0

Opinion varies considerably as to the value and the desirability of these examinations. We have already quoted the Registrar of the University on the lower examinations in particular. Another witness, Mr. Hudson of Bangalore, writes as follows on the general question:—

"I am inclined to think that in the matter of examinations centralisation is being pushed too far. I speak with some diffidence, because I am fully aware of the evils resulting from premature

promotions, and of the weakness displayed by many head-masters in failing to check them. But it is quite possible for the remedy to do as much harm as the disease. Besides the middle school examination, comparative examinations have been instituted for the fifth and lower fourth classes, and it is evident that these have already obtained a *quasi-public* character, and that soon head-masters generally will feel bound to join them. Even the upper primary is to some extent public as the names are inserted in the District Gazette. If the same principle is carried out, the 3rd, 7th, and 9th classes will follow, and there will be an unbroken succession of public examinations from the 2nd class to the 10th.

"Now in the first place, so far as they are intended to prevent premature promotions, these examinations will only be of value when the head-master is incapable. If the latter has intelligence and strength of will and knows his pupils, he will make a better selection than can be effected by a public examination. So far the matriculation results have been most uncertain, and, as a consequence, in some years scores of unfit boys have been promoted, while at other times really good boys have been kept back. The new examinations cannot be expected to succeed so well. A head-master judges the examiners and not his boys by the division lists. I think the evils complained of would have gradually disappeared with the growth of professional opinion. It is generally practicable to make arrangements with other schools which will discourage boys from changing merely with the view of entering a higher class, and, besides, strict discipline is always a gain in the long run.

"No one will dispute the value of systematic examinations, but the question how far they should be centralised is altogether distinct. The middle school examination, with 6,000 candidates at the very outset, is on too large a scale for one examiner to take a complete set of papers, and consequently the results are not fairly comparative. Then the unavoidable delay in getting out such extensive lists is very injurious to the discipline of a school, as boys will do nothing till they know whether they have passed. I believe that comparative examinations are valuable when they are confined to two or three neighbouring schools. A wholesome rivalry is excited between boys who have some acquaintance with one another, the task of preparing papers is lessened, and the results may speedily be ascertained. But the benefit diminishes as the circle widens. On the whole, though some advantage may be derived from comparative tests within narrow limits, I think that careful examinations every three or four months by the school authorities, the oral and written modes being judiciously blended, will exert the most equable and healthy stimulus on school classes, and will afford the best data for promotions at the end of the year.

"It will be said that the middle school examination is intended to mark the termination of the middle school course, and to provide a test for admission to minor appointments in the Government service. If it be thought that an ordinary English education may stop at the 4th class, then I admit that a public test of progress is desirable, although I would have the examination confined to a limited area. But it seems very questionable whether boys should have any encouragement to stop in their English course short of matriculation. That examination has become in India far more than in England the standard for a liberal school education rather than the entrance on the University course. The University local examinations in England and the intermediate in Ireland supply a want which scarcely exists in this country. High schools are now extensively established, and the number of candidates for matriculation is ever growing. The knowledge of English necessary to pass that examination is about the minimum that can be turned to good account, and I think that those who learn the language as a part of their education should be discouraged from aiming after less.

"If the middle school examination had been instituted to serve as a standard for a good Vernacular education, it would have served a very valuable purpose. At present there is no honour to be gained in the Vernacular without a knowledge of English. There is a large class of people, such as merchants with native constituents, who care nothing for English. If there was an examination, not quite so hard at first as the middle school, but gradually raised to such a standard, serving as a test for admission to vernacular appointments under Government, a great impetus would be given to vernacular education, and time now spent in acquiring a profitless smattering of English would be devoted to the acquisition of really useful knowledge."

Another witness, Mr. Bickle, who has had much experience in charge of Normal schools and as an Inspector, writes:—

"I believe myself that it would be decidedly beneficial that pupils in all classes capable of undergoing a public examination should be promoted to the next higher classes on the results of such examinations, as such promotions would guarantee the attainment of the proper standard of qualifications which is not always the case now. The lowest class according to the system of classification prevailing in this Presidency, that is capable of undergoing an examination chiefly on paper, is, I consider, the lower fourth."

(6). *School Libraries and Apparatus*.—The following detailed lists have been furnished to us by the Director of Public Instruction:—

LIBRARIES.

Government High Schools.

INSTITUTIONS.	No. of Books in the Library on 31st March 1882.	No. of Books taken out during 1881-82.	Amount of Government Grant.	REMARKS.
Chicacole High School	267	229	R a. p. 60 0 0	Per annum.
Guntur do.	126	52	60 0 0	
Kurnool do.	314	217	100 0 0	
Cuddapah do.	555	126	100 0 0	
Saidapet do.	121	489	100 0 0	
Chittur do.	701	360	100 0 0	
Tiruvalur do.	69	47	48 0 0	
Udamalpet do.	65	247	36 0 0	
Tellicherry do.	265	190	100 0 0	
Palghat do.	95	170	100 0 0	
Cannanore do.	72	83	60 0 0	
AIDED HIGH SCHOOLS.				
Vizagapatam London Mission High School	485	231	165 0 0	Grants are given at such intervals as the Director of Public Instruction may consider expedient; and the sums here given are understood to be the whole amount hitherto bestowed by Government on these Institutions.
Ellore, C. M. S. do.	150	30	...	
Amalapuram do.	62	8	...	
Cocconada, Hindu do.	36	...	...	
Narsapur, Taylor do.	202	400	25 0 0	
Bezwada, C. M. S. do.	229	35	...	
Bellary London Mission do.	611	21	...	
Nellore, F. C. M. do.	245	131	384 5 5	
Nellore, Hindu do.	144	...	...	
Rayapet, Wesleyan Mission do.	302	80	...	
Vepery, S. P. G. do.	285	98	...	
Triplacane Harris School	100	...	...	
Madras London Mission Institution	641	50	...	
Chingleput F. C. M. High School	50	...	...	
Conjeveram do.	250	65	...	
Tiruvallur do.	252	74	...	
Conjeveram Pachaiyappa's do.	77	102	...	
Chidambaram do.	48	44	...	
Cuddalore St. Joseph's Institution	100	...	...	
Negapatam, Wesleyan Mission High School	251	10	...	
Tranquebar Lutheran Mission do.	832	50	...	
Mannargudi Native do.	19	5	7 8 0	
Palamecottah, C. M. S. do.	75	49	...	
Coimbatore London Mission do.	77	63	...	
Calicut Basel do.	135	86	...	
GOVERNMENT MIDDLE SCHOOLS.				
Russelkondah Middle School	107	53	36 0 0	Per annum.
Ichapur do.	75	97	24 0 0	
Tekkali do.	70	12	24 0 0	
Gunupur do.	70	25	24 0 0	
Palukonda do.	71	63	24 0 0	
Bimlipatam do.	109	50	36 0 0	
Anakapali do.	108	27	36 0 0	
Kassimkota do.	77	13	21 0 0	
Yellamanchili do.	71	10	24 0 0	
Amalapuram do.	79	52	36 0 0	
Viravasaram do.	76	42	24 0 0	
Bhadrachalam do.	...	...	24 0 0	
Ellore do.	12	4	24 0 0	

Government High Schools—concluded.

INSTITUTIONS.	No. of Books in the Library on 31st March 1882.	No. of Books taken out during 1881-82.	Amount of Government Grant.	REMARKS.
			R. a. p.	
Nandyal Middle School	2	2	24 0 0	Per annum —concl'd.
Adoni do.	23	...	24 0 0	
Madanapalli do.	58	2	24 0 0	
Madras Government Normal School	1,920	282	200 0 0	
Mylapore Middle School	19	...	...	
Madrasa i-Azam	956	156	48 0 0	

Government Middle Schools.

Poonamali Middle School	78	15	a...	a Now a
Ongole do.	62	36	36 0 0	Local Fund
Villapuram do.	82	12	36 0 0	School.
Panruti do.	29	29	24 0 0	
Tirukoilur do.	16	10	36 0 0	
Tiruvannamalai do.	15	15	24 0 0	
Vridhachalam do.	17	17	24 0 0	
Porto Novo do.	19	6	24 0 0	
Kallakurichi do.	14	9	24 0 0	
Wallajapet do.	219	90	48 0 0	
Tirupati do.	65	64	36 0 0	
Karvetinagar do.	36	39	24 0 0	
Palamanair do.	81	31	24 0 0	
Arni do.	115	48	48 0 0	
Arcoot do.	51	34	36 0 0	
Vellore Muhammadan School	66	20	36 0 0	
Namakkal Middle School	63	38	36 0 0	
Tirupatur do.	105	45	48 0 0	Per annum.
Krishnagiri do.	38	15	36 0 0	
Dharmapuri do.	48	20	36 0 0	
Hosur do.	44	24	24 0 0	
Srirangam do.	85	196	48 0 0	
Kulitalai do.	40	25	36 0 0	
Trichinopoly Muhammadan School	11	...	24 0 0	
Badagara Middle School	41	36	36 0 0	
Chavakad do.	59	38	36 0 0	
Erode do.	61	60	36 0 0	
Pollachi do.	76	54	24 0 0	
Karur do.	40	11	24 0 0	
Dharapuram do.	52	44	24 0 0	
Karkala do.	110	50	24 0 0	
Kasaragode do.	75	22	24 0 0	
Udipi do.	53	24	24 0 0	

AIDED MIDDLE SCHOOLS.

Chatrapur Onslow Institution	207	...	...	As above for High schools.
Parlakimedi Zemindari School	58	37	...	
Mandasa do.	40	5	...	
Rajahmundry Town School	18	2	...	
Pittapuram Samastanam School	35	...	...	
Dowleshevaram Middle School	6	1	...	
Prodatur Local Fund School	12	5	...	
Badivel do.	16	...	...	
Wallajabad Middle School	80	28	...	
Madras Chengalvaraya Naik's School	89	24	...	
Tuticorin Subscription School	138	...	...	

N.B.—The Library Allowance for Government Institutions is annual.

APPARATUS.

The following is the return of apparatus:—

INSTITUTION.	General character of Apparatus for instruction.	Approximate value of such Apparatus.	Govt. Grant toward the Apparatus in Aided Institutions.	REMARKS.	
GOVERNMENT HIGH SCHOOLS.		Rs. A.P.	Rs. A.P.		
Chicacole High school.	Physical & Chemical.	150 0 0	.....	Grants are issued once for apparatus, &c., required for the instruction of pupils in Science or Art; and the sums here given are understood to be the whole amount hitherto bestowed by Government on these Institutions.	
Guntur do.	do.	77 0 0	.....		
Kurnool do.	do.	180 0 0	.....		
Cuddapah do.	do.	180 0 0	.....		
Saidapet. do.	do.	220 0 0	.....		
Chittur do.	do.	180 0 0	.....		
Tellicherry do.	do.	250 0 0	.....		
Palghaut do.	do.	.....	.....		
Cannanore do.	do.	200 0 0	.....		
AIDED HIGH SCHOOLS.					
Vizagapatam L. M. High school	Physical & Chemical.	150 0 0	.....		
Ellore C. M. S. do.	do.	230 0 0	.....		
Coconada Hindu do.	do.	221 3 7	.....		
Narsapur Taylor do.	do.	296 12 0	135 8 6		
Masulipatam Hindu do.	do.	309 10 3	135 2 6		
Bezwada C. M. S. do.	do.	70 0 0	.....		
Bellary L. M. do.	do.	300 0 0	67 10 9		
Nellore F. C. M. do.	do.	210 0 0	95 0 0		
Royapet Wesleyan Mn. do.	do.	600 0 0	.....		
Triplacane Harris school	do.	260 0 0	53 7 7		
St. Mary's Seminary	do.	163 15 2	65 11 4		
Madras London Mission High school	do.	480 0 0	215 7 6		
Triplacane Hindu do.	do.	107 0 0	.....		
Vepery S. P. G. do.	do.	160 0 0	.....		
St. Thome Seminary do.	do.	155 13 4	77 14 8		
Chingleput F. C. M. do.	do.	210 0 0	95 0 0		
Conjeveram Pachaiyappa's do.	do.	335 1 6	.....		
Conjeveram F. C. M. do.	do.	210 0 0	95 0 0		
Chidambaram Pachayappa's do.	do.	335 1 6	.....		
Cuddalore St. Joseph's Institution	do.	417 0 0	103 0 2		
Negapatam W. M. High school	do.	300 0 0	.....		
Tranquebar Luth. Mn. do.	do.	210 0 0	.....		
Ramnad S. P. G. do.	do.	260 0 0	50 0 0		
Trivellor F. C. M. do.	do.	210 0 0	95 0 0		
Palamecottah C. M. S. do.	do.	40 0 0	19 6 5		
Coimbatore London Mn. do.	Chemical.	50 0 0	.....		
Calicut Basel Mission do.	Physical & Chemical.	368 2 4	150 0 0		

7. *School accommodation, &c.*—The accommodation provided for high schools is generally sufficient, and not deficient as regards either light or ventilation; overcrowding however is not uncommon. The rules for building grants provide that plans and estimates shall be submitted with an application before a building is begun, but no conditions have been laid down as to the space to be allowed for each pupil, though in some cases the Director calls for information on the point when considering applications. The proportion given as a Grant-in-Aid for a building is one-third of the total cost. Rent grants are given also up to one-third.

A furniture grant may be given once to any school, one condition being that no grant shall be allowed for any school-benches made without backs. A combined desk and bench is being introduced.

Middle schools that are parts of high schools share their accommodation. Middle schools proper, especially of the class now coming in in large numbers on

the result system, have mostly inferior accommodation and furniture, and there are no conditions on these points as to the issue of a result grant, while No. 6 of the salary grant rules is "No salary grant shall be given until a fairly suitable building has been provided."—It would seem to be a question whether the rule should not apply to result grants to middle schools or for standards above the third; though the time has certainly not come for extending it to primary result schools.

8. *Method of Registration of Attendance, &c.*—In secondary schools on the result system, the rules and practice already noted on page 76 apply. In other secondary schools, both Government and aided, the registers are examined by the Inspectors of schools at their annual inspections, as also on other occasions when they visit the schools.

9. *Arrangements for the training of Teachers, &c.*—There is but one Normal school in the Madras Presidency for the training of teachers for secondary schools, namely, the Government Normal school, Madras, established in 1856. For many years this institution gave a general as well as a special education; but, with the great extension of general education it was considered desirable to limit its work to the training of teachers, and none are now admitted as students but those who have passed some University examination. On the 31st March 1882 the school contained eight graduates, three students who had passed the first examination in arts, and 18 matriculates. Of these 29, sixteen were Brahmans, seven Sudras and five Native Christians, while there was but one Musalman.

The rules now in force for the admission of students and their employments are as follow:—

1. (a) When a vacancy which should be filled by a graduate or undergraduate occurs, or is about to occur, in a Government college or school, the officer whose duty it is to fill up the appointment, shall select for the post the best man available, appoint him provisionally, and send him so soon as this can be conveniently done, to be trained at the Normal school, appointing temporarily a suitable teacher to officiate for him during his absence.

(b) A master being a graduate or an undergraduate already in Government service, may be permitted to take leave without pay and be sent similarly to the school to be trained, provided that a fitting teacher is appointed to officiate for him during his absence.

(c) A graduate or an undergraduate employed permanently in a local fund, a municipal or an aided school, or a school under inspection, or provisionally appointed to a post in such a school, shall similarly, on the requisition of the Local or Municipal Board or of the manager of the private institution concerned, be admitted into the school.

(d) The Principal of the Normal school may, on the recommendation of a Government Inspector of schools, or of the head of a Government or private college or high school, subject to the final confirmation of the Director of Public Instruction, admit to the school a graduate or an undergraduate, who has not as yet obtained employment, permanent or provisional, as a teacher, but who is desirous of becoming a teacher.

2. The rate of stipends fixed for students shall be as follows:—

GRADES.	THIRD, FOURTH, AND FIFTH DIVISIONS AND COIMBATORE.		FIRST AND SECOND DIVISION AND MALABAR AND SOUTH KANARA.	
	Masters, Permanent and Provisional.	Candidates for employment as Teachers.	Masters, Permanent and Provisional.	Candidates for employment as Teachers.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Graduates	15 0 0	10 0 0	20 0 0	14 0 0
First Arts Men	12 8 0	7 0 0	15 0 0	10 0 0
Matriculates	10 0 0	5 0 0	12 8 0	7 0 0

3. Ordinarily eight stipends of the higher rates of pay shall be reserved for masters, permanent and provisional, of Government schools, and twelve stipends of the higher rates for the six classes of teachers in local fund, municipal, and private schools, and fifteen for candidates desirous

of becoming teachers; but with the permission of the Director of Public Instruction, the number of stipends allotted to each class may be varied temporarily, provided that the total number of stipendiaries does not exceed 35; nor the sum total of the stipends, the Government grant.

4. Before sending a student to the school for admission it shall be the duty of the officer of Government or manager concerned to ascertain from the Principal of the school whether there is a stipend available.

5. If a stipend is not available a candidate, being a graduate or an undergraduate, subject to the condition above stated, may be admitted as a free scholar with the prospect of succeeding to a stipend. Provided that the total number of students, stipendiary and free, shall not, without special sanction, exceed 50. Municipalities, Local Fund Boards, and managers of private schools may provide stipends for students at the rates above specified, or such lower rate as may be considered sufficient by the Director of Public Instruction.

6. Should the number of candidates, not being masters, permanent or provisional, exceed the number of minor stipends or free studentships available, in selecting students the preference shall always be given to the student who has passed the higher University grade.

7. No person shall be admitted as a student stipendiary, Government or private, or free, who does not produce a medical certificate that he is physically fit for the profession of schoolmaster.

8. The period of training shall be twelve months, comprising two complete half-yearly sessions, but in the case of Masters of Arts and of teachers who have been continuously engaged in tuition for three years, and whose age exceeds 25 years, the period in special circumstances may, by the express order of the Director, be reduced to six months comprising a single half-yearly session.

9. No candidate shall be admitted as a student whose age exceeds 25 years, except in the case of teachers employed in schools provided they have been so employed continuously for a period of not less than twelve calendar months. In such cases the limit of age shall be 30 years.

10. A student passing a higher examination in the University during his training, shall be entitled to the higher rate of stipend from the date of his so passing, or on a vacancy occurring among the higher stipendiaries.

11. Masters of Government schools, who have been duly appointed to be students, permanent or provisional, are entitled to travelling allowances to and from Madras at rates laid down for masters.

12. Every student shall be considered on probation for one month, and if it shall appear to the Principal that he is not likely to prove an efficient schoolmaster, he may, with the sanction of the Director, require such student to leave the school. If such student be in receipt of a Government stipend, the stipend shall be withdrawn from the date of the receipt of the Director's order.

13. Every student to whom a Government stipend shall have been awarded, shall be required before drawing his stipend to sign an agreement binding himself to remain under training during the period prescribed, to appear in due course at the test examinations under Section 19 of the Grant-in-Aid Code, and, if a teacher, to take up his appointment, permanent or provisional, at the end of his training, and to remain in his appointment or any other, Government or private, to which he may be transferred, if so required, for a period of three years.

14. Any student, stipendiary or free, who fails to pass the test examinations prescribed in the section of the Code above quoted, shall, unless he be exempted or permitted to appear again by special order of the Director, be considered ineligible for employment as a teacher in a Government school, or for a grant as such in an aided school. If he be holding a permanent appointment under Government, he shall be held to have vacated such appointment.

15. A student may be dismissed for continued idleness or misconduct, and, if so dismissed, may be declared ineligible for employment as a teacher in a Government or aided school, and if he be a stipendiary student he shall be required to refund the amount drawn by him for stipend and travelling allowances.

16. A normal student appointed to a school may, however, on refunding the sums drawn by him as stipend, be permitted, at the end of two years, on giving one month's notice, to resign his appointment, public or private, and to renounce the profession of schoolmaster.

17. In the event of a student resigning his stipend without completing his training, or before taking up his appointment, if he be a teacher, or without serving two years as a schoolmaster, unless he has obtained the permission of the Director, he shall be required to refund the sum drawn by him for stipend and travelling allowances, and may also be declared ineligible for employment under Government, or to receive an Educational grant from Government, for such period as the Government may direct.

18. It shall be the duty of the head of a school, at whose request a stipend was granted, to bring to the notice of the Director any violation of his agreement by the teacher concerned, which may come to his knowledge.

19. Admission to the Normal school will ordinarily be made from the 1st to the 15th of March and again from the 1st to the 15th July. All departures will take place at the end of February and at the end of June. Students leaving in June will have to appear at the next Departmental Examination.

20. Normal students sent for training by Native States may be admitted into the Normal school on payment of an annual fee of Rs. 100, but will receive no scholarships from the Madras Government.

The number of trained masters for secondary schools who have left the Normal school is 527a. Some of these have died, others have become Deputy Inspectors of Schools, while several have entered other service than the educational, and the number of trained men now engaged in secondary schools is comparatively speaking small.

The Director of Public Instruction, Madras, has favoured the Commission with the following statement:—"Out of 455 teachers employed in Government schools, 222 are trained. In the salary grant schools there are, approximately, 840 teachers, of whom 130 are trained. No statistics are available regarding teachers employed in the numerous local fund, municipal, and pial schools. But most of the teachers have not undergone any training. As many of the teachers in middle schools teach in primary departments, it is not possible to distinguish those who teach in secondary schools from those in primary departments."

The following table shows the salaries up to which aid may be given according to their work, to the different grades of teachers in secondary schools:—

to their work, to the different grades of teachers.		SALARIES CONTEMPLATED.	
School and Class.	Qualifications expected.	From	To
HIGH SCHOOL.		Rs.	Rs.
Sixth or Matriculation	B. A.	150	240
Fifth or Preparatory Matriculation	B. A. or F. A.	80	120
MIDDLE SCHOOL.			
Upper Fourth	B. A. or F. A.	60	80
Lower Fourth	B. A., F. A., or Matriculate	40	60
Third	F. A. or Matriculate	30	40

Masters who prove their efficiency have also a prospect of appointment as Deputy Inspectors, and of admission to the graded rank, as Inspectors of Schools, and Professors in Colleges.

One of the questions put by the Education Commission has a particular bearing on the question, being as follows:—"Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?"

In reply to this, Dr. Duncan, Acting Principal of the Presidency College, writes:—

"The University curriculum has not been devised with a view to train teachers for secondary schools. It is quite true that a young man cannot pass through the University course without acquiring a certain amount of knowledge of the subjects to be taught and the methods of teaching in a secondary school. But it is a fatal mistake to suppose that this is a sufficient equipment for the future schoolmaster. When it is said, as it often is, that a young man who has sat under good Professors for four years must have learnt by force of example all that a Normal school can teach as to the methods of instruction and class management, it seems to be forgotten that there is, or ought to be, a wide difference between the methods adopted in a class of school boys and those pursued with young men at college. It is also forgotten that example requires to be supplemented by precept, and both by practice under the eye of a skilled teacher. I would accordingly advocate the maintenance of Normal schools as an essential part of a sound system of education. And steps should be taken to find out the cause of the apathy that exists in the minds of many managers and heads of schools on the subject of Normal school training."

"In this connexion, I may point out that a very important part of a Normal school course is practically ignored in this Presidency. I refer to the absence of a course of instruction in Psychology

a Besides these, 43 Military and 143 Preparatory and Vernacular students have been trained in the school, but only a small proportion of these have become masters in secondary schools.

in its bearing on the teacher's profession. Much is said about giving Normal students some knowledge about the facts and principles of Physics, Chemistry, Agriculture, &c., and about the best methods of teaching these subjects. But a knowledge of the human mind, the development of which it the *Alpha* and *Omega* of the teacher's work, seems to be considered as of not the slightest moment."

The Rev. W. Stevenson, Manager of the schools of the Free Church of Scotland, says:—

"The University curriculum does not, in my opinion, afford a sufficient training for teachers in Secondary schools—some special instruction in the art of teaching and managing a school is also necessary, and therefore I consider special Normal schools to be necessary."

"At the same time, there is a danger lest the training of a Normal school encourage a too mechanical and wooden system of both teaching and conducting a school. I have often heard the complaint made, and my own experience goes to support it, that Normal trained teachers often display a want of pliability and power of adapting themselves to circumstances. They are taught to do everything by rule, and are unable to move outside of the routine. The only remedy for this is to see that men of liberal culture and sound intelligence are placed over the Normal schools. They need not always be University men, although men of the right stamp are most commonly to be found amongst those who have had the advantage of a University education."

The Rev. J. Cooling, manager of eleven schools of the Wesleyan Mission, writes:—

"Special Normal schools are certainly needed since the University curriculum makes no provision for instruction either in the theory or practice of teaching or of school management. *Interis paribus* trained men are always superior to untrained men. One of the greatest drawbacks to the progress of sound education in this Presidency is the inefficiency of the great bulk of teachers, as really able men rarely enter the Education Department, or if they do, it is as a temporary thing, with the intention of leaving it as soon as they can get an entrance into some other, and those who take up the work of teaching as a profession are too often men who can obtain no other employment. To remedy this every effort should be made to improve the status of teachers. Encouragement should be given to present teachers who have recently joined the Department, even now to undergo Normal training, and after a short transition period, Normal training should be made compulsory on all. The Education Department should certainly be as effectively guarded, from unskilled men as the Medical or any other. With a more efficient body of teachers their pay would naturally improve, and able men in much greater numbers than now be led to enter the profession. A corresponding improvement in the quality of the instruction given would necessarily follow."

The following extract from a Memorial addressed to the President of the Commission by the Catholic Bishops of Southern India is of weight as expressing the views of the Roman Catholic Church:—

"It is not to be denied that, as a rule, efficiency in masters and mistresses pre-supposes anterior training. We fully concur therefore in the opinion that Normal schools are necessary, and we have made up our minds, counting upon the assistance of Government, to incur the expenditure to provide our schools with a sufficient number of these nurseries. There are however, in our opinion, some persons for whom a course of Normal training would be a needless waste of time. Old and practised teachers, whom long experience, united to native ability, qualifies for teaching much better than any Normal school course in the absence of aptitude for teaching, cannot be reasonably expected to go through a course of training, nor ought they on that account to be placed at a disadvantage in respect of grants."

Whilst advocating the institution of aided Normal schools, we would observe that it would contribute greatly to secure the requisite uniformity for the training of teachers, and facilitate the attainment of the object for which Normal schools are instituted, if a sort of *ratio docendi* or Standard Manual were drawn up and published under the direction of Government for the use of head-masters in such institutions. We venture also to express our confident hope that Government will adopt due measures to secure to the managers of schools for a given period, which should not, in our opinion, be less than eight or ten years, the services of the masters they have trained. It would be well, at the same time, if some scheme could be considered and given effect to, by which the profession of schoolmaster would be more sought after, and valued by the natives of India. At present it is too often taken up by passed candidates, not as a profession, but as a kind of stop-gap, till an opening in the Government service present itself."

The above may be taken as the answers of representative men, and while there is in our evidence some expression of a contrary opinion, the weight of evidence is decidedly in favour of the training of men as teachers in secondary schools.

10. *Expenditure on Secondary Education.*—The following statement shows the expenditure from all sources in 1881-82, and compares it with that of the year preceding:—

SECONDARY EDUCATION. (BOYS.)

Expenditure from all Sources in 1880-81 and 1881-82.

GRADE OF SCHOOLS.	GOVERNMENT INSTITUTIONS.						AIDED INSTITUTIONS.						UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.						
	Provincial Revenues.	Local Rates or Grants.	Fees.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Books.	Subscriptions.	Fees.	Other Sources.	Total.	
1881-82.																			
High . English	48,247	...	544	29,504	1,413	76	79,784	36,183	...	60,317	20,489	11,922	35,436	104,347	1,176	...	15,817	7,441	22,434
{ Middle .	61,657	10,887	1,507	63,183	16,804	— 636	163,032	47,953	246	122,088	13,719	10,596	37,152	232,003	7,661	1,252	33,239	10,638	52,790
	...	339	...	...	...	...	339	359	...	252	18	...	13	648	...	150	1,956	341	1,547
TOTAL	109,904	10,926	2,051	92,637	18,307	— 620	223,205	84,435	246	182,657	34,226	22,518	72,607	396,398	8,837	1,402	49,112	18,420	76,771
1880-81.																			
High . English	50,423	...	71	31,748	1,175	136	83,553	40,561	...	62,893	...	11,803	43,876	159,169	663	...	6,446	6,230	13,368
{ Middle .	51,109	11,284	1,610	57,775	11,867	7,238	140,883	43,243	251	100,732	...	11,592	38,518	194,872	7,244	...	26,250	12,256	45,759
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	520	136	665
TOTAL	101,532	11,284	1,631	89,523	13,042	7,374	224,436	83,804	251	163,625	...	23,401	82,394	354,031	7,907	...	33,234	19,681	50,832

Taking secondary education as a whole, the results are shown in the following analyses:—

Government Institutions.

	1880-81 Rs.	1881-82 Rs.	Increase or Decrease	How much per cent.
Total Expenditure	224,436	233,205	Increase	3.9
Provincial	101,532	109,904	Do.	8.2
Local	11,284	10,926	Decrease	3.1
Municipal	1,631	2,051	Increase	22.0
Fees	89,523	92,637	Do.	3.4
Endowments	13,042	18,307	Do.	40.3

Aided Institutions.

	1880-81 Rs.	1881-82 Rs.	Increase or Decrease	How much per cent.
Total Expenditure	354,031	396,998	Increase	12.1
Provincial Revenue	83,829	84,495	Do.	.7
Local Rates	251	246	Decrease	2.0
Municipal	531	249	Do.	53.1
Fees	163,625	182,657	Increase	11.6
Endowments	23,401	22,518	Decrease	3.7
Other Sources	82,394	72,607	Do.	11.8

Unaided Institutions.

	1880-81 Rs.	1881-82 Rs.	Increase or Decrease	How much per cent.
Total Expenditure	59,822	76,771	Increase	28.3
Endowments	7,907	8,837	Do.	11.7
Subscriptions	...	1,402	...	...
Fees	33,234	48,112	Increase	44.7
Other Sources	18,681	18,420	Decrease	1.3

The total expenditure thus increased by 3.9 per cent. in Government schools, and by 12.1 in aided ones. The fee receipts rose by 11.6 per cent. in aided schools, but by only 3.4 per cent. in Government Institutions. The total expenditure on all classes of secondary schools rose from Rs. 638,289 in 1880-81 to Rs. 706,974 in 1881-82, or by 10.7 per cent. The percentage of increase in pupils was 23.8, as shown in the following statement:—

Secondary Education.

	GOVERNMENT.		AIDED.		UNAIDED.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1880-81	23	1,251	51	2,789	3	271	76	4,311
High	126	4,513	133	8,445	145	2,687	404	15,645
Middle	...	...	...	...	...	...	...	...
TOTAL	148	5,764	184	11,234	148	2,958	480	19,956
1881-82	22	1,142	51	3,132	12	699	85	4,973
High	134	5,263	221	10,429	305	4,055	660	19,747
Middle	...	...	...	...	...	...	...	...
TOTAL	156	6,405	272	13,561	317	4,754	745	24,720
Percentage of increase	5.4	11.1	47.8	20.6	114.1	60.7	55.2	23.9

Unaided schools show the greatest extension in most directions. The number of pupils in them rose by 60 per cent. and the fee receipts by 44, against an increase in their total expenditure of 28 per cent.

11. *Fees.*—The rates of fee are laid down on page 50. The remarks on fees in primary schools, on page 80, apply equally to secondary schools.

Questions 21 and 53 of the Commission have reference to fees, the former as to their adequacy, the latter as to the desirability of graduating them to the means of parents. Any attempt at graduation is generally considered impracticable; and, by some, as undesirable if practicable: but the time has probably come when a revision of the rates might be made with advantage, the present ones having been in force since the 1st January 1878. During this period the rates have not, however, been stationary in all schools as the scheme recognises three classes of towns besides Madras, with slightly varying rates, and it is within the discretion of the Director of Public Instruction to recommend Government to raise a town from one grade to the one next above, with a slightly higher rate of fee. It is moreover true that some aided institutions charge fees higher than the minima prescribed. While, however, we think a reconsideration of the rates of fee desirable, we do not think that any great addition to present rates could be made without involving hardship and causing injury to education. A representative Committee, presided over by the Director of Public Instruction, as on previous occasions, would have before it the materials for a decision suited to present conditions.

12. *Scholarships and Prizes.*—The regulations regarding scholarships are given on page 61, &c.

In Government schools there is an annual allowance for prizes, varying from Rs. 12 per annum in the lowest grade middle schools to Rs. 106 in the high schools. The books are procured from England by annual indent through the Government book depôt. In most aided schools prizes are given at the discretion of the managers; but no Government grants for prizes in such schools are now allowed, though such were given some years ago.

GENERAL REMARKS.

We may state briefly some points connected with secondary education that seem to us to need consideration.

(1) It seems clear, as well from the statements of some of our witnesses, as from the recent Reports on Public Instruction, that high schools, and, to a lesser extent, middle schools, are becoming self-supporting in the large towns. In such cases there would probably be little difficulty in finding 'local bodies' competent for the work and ready to undertake the charge and management of the schools. It would be for the Education Department to determine each case, as also whether any and what amount of aid should be given. It would, however, obviously be a retrograde step for Government to aid by money grants schools that had become almost or altogether self-supporting under its direct management.

And in this connexion it may be mentioned, that what has occurred at one station where Government has allowed private parties to step in, shows the necessity for some guarantee being taken from anybody taking up a school, that no fee shall be charged below a fixed minimum.

(2) It would seem desirable that the standards for the different classes should be reconsidered, as some school managers think them too difficult, or otherwise ill-adapted. This, however, is a matter of detail that it is entirely within the power of the Director of Public Instruction to deal with, and we think its mere mention sufficient. Much the same may be said of the system of examinations, which many consider to have been over-done; and in this opinion we are inclined to concur.

(3) Closely connected with the system of examinations is the general scheme of work in secondary schools, which has become more and more arranged with the almost sole view of meeting the requirements of the entrance examination of the University. On this point we quote the following:—

"There can, I think, be little doubt that the attention of teachers and pupils in secondary schools is unduly directed to the entrance examination of the University, and that this circumstance impairs the practical value of the education received for the requirements of ordinary life. The entrance examination is the goal for these schools, and the subjects taught in the lower classes are chosen with a view to prepare the pupil in the course of years for the matriculation class. The University looks upon the entrance examination not as a test of fitness for the duties of daily life, but as a means of ascertaining whether the candidate has acquired that amount of general information and mental discipline which will enable him to profit from a course of liberal education. I do not think that it would be possible for the University to modify the matriculation examination so as to make it a test of fitness for the practical pursuits of life; nor, if possible, that it would be desirable.

"What we require is (1) a greater variety of educational institutions, and (2) inducements to pupils to attend them. In this country there is nothing like what exists in Western Europe—schools of different kinds, instituted for different ends, and organized and worked on different plans adapted to these different ends. Compared with primary and secondary education in Great Britain, the Indian educational system presents a far greater unity of plan and uniformity of operation. The explanation of this is that, in Great Britain, public instruction has slowly grown up under the conditions of an indigenous, complex and many-sided civilization, whereas here it is a cut and dry rigid system imposed on the country once for all from without. In India the development of each institution can take place only along one and the same unbending line marked out for all, and anything like lateral development with a view to meet the special requirements of different districts and different communities is out of the question. Besides a greater variety of schools, it is also very desirable that the curricula of primary middle and secondary schools should be so arranged that each curriculum shall form a complete whole as far as it goes, so that, should the pupil not advance beyond a given stage, he shall nevertheless be, as far as he goes, fairly well equipped for the corresponding walk in life.

"Even were the means provided there would be much difficulty in inducing pupils to attend schools which did not directly prepare for some one of the public examinations."

The last sentence undoubtedly points to a great difficulty that would be encountered in any remodelling of secondary schools. One of our Hindu witnesses, who advocates some step of the kind, when asked if schools not working for the matriculation would be appreciated, answered,—"Yes: if Government recognised such training as qualifying for admission into its service"—a reply that is, probably, a perfect reflex of native opinion. No education will be appreciated as yet unless it works for an examination, the passing of which qualifies for definite employment, and especially for Government service. We think, however, that it would not be impossible even now to institute an examination on the branches of what may be called a commercial education, for which it would be worth the while of many schools to work. If the great non-Government employers of educated labour, such as the railway companies and banks, agreed to prefer those who had passed such an examination, a hopeful beginning might be made towards securing that variety in the type of institution for which the need is manifestly so great.

SECTION D.

Collegiate Instruction.

1. *Government, aided, and unaided Arts Colleges, &c.*—The following statement shows the extent and cost of collegiate education in the different classes of colleges for the two years 1880-81 and 1881-82.

College Education in 1880-81 and 1881-82.

ARTS COLLEGES.	No. of Institutions.	No. of Scholars on Roll on 31st March.			Classification according to Race or Creed.					Native Language.				EXPENDITURE.				
		Reading for B. A.	Reading for F. A.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muslims and Others.	Vernacular.	Latin.	Persian.	Sanskrit.	Grants from Provincial Revenue.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.
{ Govt. } First Grade Second do. TOTAL	3	162	348	510	6	4	491	9	397	2	5	106	80,254	20,741	...	487	81	1,10,563
	7	...	181	181	1	11	166	2	163	...	2	16	27,678	4,646	...	421	11	32,756
	10	162	529	691	7	15	657	11	560	2	7	122	1,16,932	25,387	...	908	92	1,43,319
{ Aided. } First Grade Second do. TOTAL	4	134	305	439	23	67	332	14	354	40	5a	35	12,143	12,397	...	9,821	16,310	51,271
	8	...	275	275	2	22	250	1	248	2	...	25	9,716	4,465	...	6,935	11,210	32,386
	12	134	580	714	25	89	582	15	602	42	5	60	21,859	16,862	...	16,81	28,120	83,657
{ Unaided. } Second Grade GRAND TOTAL	2	...	116	116	...	...	116	...	92	...	...	24	...	1,861	...	...	8,365	10,246
	24	296	1,225	1,521	32	104	1,358	20	1,254	44	12	206	1,36,791	44,110	...	17,724	36,597	2,37,222
	3	205	343	548	9	10	520	9	412	3	5b	125	99,959	22,867	...	929	165	1,23,920
{ Govt. } First Grade Second do. TOTAL	7	...	194	194	1	6	184	3	165	...	1	28	30,287	5,668	...	1,069	6	36,929
	10	205	537	742	10	16	704	12	577	3	6	154	1,30,246	28,435	...	1,998	170	1,60,849
	4	194	330	524	29	62	416	16	423	44	5	52	14,159	15,695	12,305	10,504	8,444	61,107
{ Aided. } First Grade Second do. TOTAL	8	...	304	304	1	28	272	2	278	1c	...	25	9,717	5,982	1,439	7,917	11,197	36,312
	12	194	634	828	30	90	688	18	701	45	5	77	23,876	21,677	13,804	18,421	19,641	97,419
	8	...	124	124	2	12	110	...	107	...	...	17	...	8,205	...	...	4,606	10,381
{ Unaided. } Second Grade GRAND TOTAL	25	399	1,295	1,694	42	118	1,502	30	1,385	48	11	248	1,54,122	53,317	13,804	23,539	23,917	2,68,599
1880-81.																		
1881-82.																		

The number of both Government and aided colleges thus remained stationary, but the number of students increased in each, especially in the class reading for the degree, and on the 31st March 1882 there were 1,694 college students against 1,521 the year before. Of the 1,694, 399 had passed the first examination in arts, and were studying for a degree.

The numbers, &c., of colleges in 1871 and 1882 are compared in the following:—

Comparative Return of Colleges in 1871 and 1882.

COLLEGES.	1871.					1882.				
	Attendance.	B. A. EXAMINATION.		F. A. EXAMINATION.		Attendance.	B. A. EXAMINATION.		F. A. EXAMINATION.	
		Examined.	Passed.	Examined.	Passed.		Examined.	Passed.	Examined.	Passed.
GOVERNMENT.										
Presidency College	116	30	23	18	16	211	63	40	39	27
Cumbakonam do.	98	24	15	39	26	271	34	26	87	67
Rajahmundry do.	...	...	...	...	...	66	10	5	22	13
Berhampore do.	...	...	...	...	...	14	...	...	3	...
Bellary do.	12	...	...	4	1	15	...	...	8	4
Cuddalore do.	...	...	...	...	...	21	...	...	11	7
Salem do.	...	...	...	...	...	13	...	...	8	3
Madura do.	...	...	...	...	...	41	...	...	10	8
Calicut do.	21	...	...	8	6	53	...	...	26	9
Mangalore do.	18	...	...	...	7	37	...	...	16	6
TOTAL	265	54	38	69	49	742	107	71	230	144
AIDED.										
Madras Christian College	71	a	5	a	8	344	58	39	99	63
Sullivan's Garden's Seminary	5	...	...	...	...	...	...	...	...	...
St. Joseph's College, Negapatam	12	a	...	a	1	68	11	5	...	8
Tanjore St. Peter's College	9	...	...	a	4	87	9	4	11	...
Dowton Protestant do.	23	a	2	a	3	25	...	...	28	18
Vizagapatam Hindu do.	...	...	...	...	...	23	...	...	7	4
Masulipatam Noble do.	17	...	...	...	...	23	...	...	8	3
Madras Pachiyappa's do.	...	...	...	a	3	23	...	...	6	1
Trichinopoly S. P. G. do.	...	...	...	...	...	72	...	...	22	14
Tinnevely C. M. S. do.	...	...	...	...	...	74	...	...	32	20
Do. Hindu do.	...	...	...	...	...	12	...	...	9	4
Sawyerpuram S. P. G. do.	...	...	...	...	...	40	...	...	20	11
Coimbatore do.	...	...	...	...	...	22	...	...	9	6
	...	...	...	...	...	38	...	...	14	8
TOTAL	137	a	7	a	19	828	78	48	265	160
UNAIDED.										
Vizagapatam Maharajah's College	...	...	...	...	...	23	...	...	12	7
Calicut Kerala Vidyasala	...	...	...	...	...	86	...	...	36	27
Mangalore St. Aloysius College	...	...	...	...	...	15	...	...	...	...
TOTAL	...	...	...	...	...	124	...	...	48	34
GRAND TOTAL	402	a	45	a	68	1,694	185	119	543	338

a Figures not available.

The only college which existed in 1871 but which appears no longer in the return is Sullivan's Garden's Seminary. It is still in existence, but it is mainly a theological institution, and has been withdrawn from Government inspection. It occasionally sent a student or two into the University examinations.

Fuller particulars for each college for 1881-82 are given in the following

Madras Presidency—

COLLEGES.	NUMBER OF SCHOLARS ON THE ROLLS ON 31st MARCH 1882.			Average number on the Rolls monthly during the year.	Average daily attend- ance.	CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31st MARCH.				
	Reading for B. A. degree.	Reading for F. A. degree.	Total.			Europeans and Eurasians.	Native Chris- tians.	Hindus.	Muhammadans.	Others.
GOVERNMENT.										
First Grade.										
Presidency	117	94	211	147	161	9	9	186	7	...
Cumbakonum	77	194	271	239	221	...	...	270	1	...
Rajahmundry	11	55	66	63	57	...	1	64	1	...
Second Grade.										
Berhampore	...	14	14	7	6	...	...	14	...	...
Bellary	...	15	15	12	9	...	...	15	...	...
Cuddalore	...	21	21	17	15	...	...	21	...	...
Salem	...	13	13	12	11	...	...	13	...	...
Madura	...	41	41	27	25	...	...	39	2	...
Calicut	...	53	53	38	33	1	2	49	1	...
Mangalore	...	37	37	31	29	...	4	33	...	...
TOTAL	205	637	742	620	567	10	16	704	12	...
AIDED.										
First Grade.										
Madras Christian	154	190	344	307	271	3	31	294	15	1
Doretton Protestant	4	21	25	18	16	24	1	...	...	...
Tanjore S.P.G.	21	66	87	66	57	...	5	81	1	...
Negapatam St. Joseph's	15	53	68	46	67	2	25	41	...	...
Second Grade.										
Vizagapatam Hindu	...	23	23	20	20	1	...	22	...	...
Masulipatam Noble	...	23	23	21	18	...	...	23	...	...
Pachaiyappa's	...	72	72	49	43	...	...	72	...	...
Trichinopoly S.P.G.	...	74	74	70	56	...	3	70	1	...
Sawyerpuram S.P.G.	...	92	22	20	19	...	20	2	...	...
Tinnevely C.M.S.	...	12	12	11	8	...	5	7	...	...
Do. Hindu	...	40	40	28	24	...	...	38	1	1
Coinbatore	...	38	38	30	25	...	...	38	...	...
TOTAL	194	634	828	686	624	30	90	688	18	2
UNAIDED.										
Second Grade.										
Vizianagram Maharaja's	...	23	23	23	22	...	...	23	...	...
Mangalore St. Aloysius'	...	15	15	15	15	2	12	1	...	...
Kalicut Kerala Vidyasala	...	86	86	73	64	...	...	86	...	...
TOTAL	...	124	124	111	101	2	12	110	...	...
TOTAL ENGLISH COLLEGES										
	399	1,295	1,694	1,417	1,292	42	118	1,502	30	2
Oriental (Government)										
Tiruvadi Sanskrit College	20	18	38	41	37	...	...	38	...	...

statement:—

Arts Colleges in 1881-82.

NUMBER OF SCHOLARS ON 31st MARCH LEARNING				EXPENDITURE FROM						ANNUAL COST OF EACH SCHOOL	
A. Vernacular Language.	Latin.	Persian.	Sanskrit.	Provincial Revenues.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Total cost.	Gov.
176	3	5	25	58,445	9,486	...	824	120	68,875	395 13 4	33
180	...	...	91	21,478	11,011	...	105	45	32,637	136 8 11	8
56	...	...	10	20,038	2,370	...	...	...	22,408	355 10 11	31
8	...	...	6	4,009	238	...	...	...	4,247	606 11 5	57
12	...	...	3	5,374	444	...	...	...	5,818	484 13 4	44
20	...	...	1	4,156	597	...	...	...	4,753	279 9 5	24
13	...	...	...	3,558	449	...	43	...	4,048	337 5 4	20
32	...	1	8	2,600	983	...	...	3	3,846	135 0 7	9
53	...	...	...	5,485	1,876	...	541	2	7,904	208 0 0	14
27	...	...	10	5,047	981	...	485	...	6,513	210 1 7	16
577	3	6	154	1,30,246	28,435	...	1,998	170	1,60,849	...	...
309	...	5	30	7,200	11,160	12,298	2,197	...	32,850	107 0 1	2
1	24	...	...	3,477	1,182	12	6,507	...	11,178	621 0 0	19
68	...	...	10	1,354	2,018	...	...	217	3,589	54 6 1	20
45	20	...	3	2,128	1,335	...	1,800	8,227	13,490	...	...
21	1	...	1	926	313	1,499	...	...	2,738	136 14 5	46
18	...	...	5	1,600	472	...	2,309	2,179	6,560	312 6 1	76
62	...	...	10	792	1,722	...	3,707	...	6,311	128 12 9	16
69	...	...	5	1,675	1,435	...	...	2,271	5,381	76 13 11	23
22	a	...	...	1,109	422	...	...	2,093	3,624	181 3 2	55
12	...	...	...	785	137	...	1,701	...	2,623	238 7 3	71
37	...	...	3	1,163	663	...	110	1,954	3,890	138 14 10	41
37	...	...	1	1,667	818	...	...	2,700	5,185	172 13 4	55
701	45	5	77	23,776	21,677	13,804	18,421	19,641	97,419	...	...
12	...	...	11	...	546	...	...	3,914	4,460	193 14 7	...
16	...	...	...	...	71	...	...	...	71	4 11 9	...
80	...	...	6	...	2,598	...	3,120	92	5,800	79 7 3	...
107	...	...	17	...	3,205	...	3,120	4,006	10,331	93 1 2	...
1,385	48	11	248	1,54,122	53,317	13,804	23,539	23,817	2,68,599	...	...
...	...	...	38	...	...	...	453	...	453	11 0 9	...

COLLEGES.		EXPENDITURE IN 1881-82 FROM					
		Provincial Revenues.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Tinnevely Hindu.</i>							
Head-master	200	1,163	663	...	110	1,954	3,890
1 Assistant	70						
<i>Coimbatore.</i>							
Principal	350	1,667	813	...	...	2,700	5,185
1 Assistant	150						
UNAIDED (3).							
<i>Kerala Vidyasala.</i>							
Principal	425	...	2,588	...	3,120	92	5,800
1 Assistant	100						
<i>Maharaja's—Vizianagram.</i>							
Head-master	350	...	546	...	...	3,914	4,460
1 Assistant	150						
<i>Mangalore St. Aloysius' (No Return)</i>	...	...	71	...	...	...	71

2. *Race, or caste of pupils, with facts bearing on social position, &c.*—
Particulars of race and religion are given in the preceding statement.

The following shows in a general way the occupation of the parents or guardians of college students.

COLLEGES.	PUPILS WHOSE PARENTS OR GUARDIANS ARE				
	Officials.	Traders.	Farmers or Land-owners.	Artizans.	Others.
Government	256	42	335	2	107
Aided	308	113	257	...	150
Unaided	59	13	24	...	28
TOTAL	623	168	616	2	285

Regarding the social position, &c., of pupils, the Principal of the Presidency College writes as follows:—

"The following statement drawn up on the 31st March last, shews the classes of the population to which the pupils of the Presidency College belong":—

	Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	TOTAL.
College.	80	17	47	1	...	66	211
High school	53	18	13	2	...	44	135
Middle school	38	18	4	1	...	37	98
TOTAL	171	53	69	4	...	147	444

"The wealthy classes" being a very elastic phrase, it is not easy to say whether or not they pay enough for the education of their children. Very few native officials can be called wealthy, and as far as they are concerned, the fee could not be much raised without injury. The same may be said of the 'Trader' and 'Farmer' classes: under the head of 'others' come some who may be described as poor, being the children of teachers in aided or private schools, and some who may be designated wealthy, such as the children of a few prosperous pleaders. Taking them as a whole, I should think it a misnomer to designate as wealthy the classes from which the pupils of the Presidency College are drawn."

The Principal of the Christian College says:—

"It is difficult to say anything definite as to the wealth or social position of the families from which students come. It may be held however as a fair approximation to facts to state that, one year with another, the students of the college may be divided as follows:—

- 36 per cent. are the sons of men who are or have been in some form or other of Government employment.
- 14 per cent. are the sons of men engaged in trade either on a large scale or a small.
- 35 per cent. are the sons of men engaged in agriculture.
- 15 per cent. are the sons of teachers, pleaders, private medical practitioners, and of men of other miscellaneous professions.

"Of these four classes the great majority of the first are to be reckoned as belonging to families that are not destitute but decidedly poor. Most of the high and wealthy officials seem still to think that their sons must be educated in Government colleges, and those whose sons attend this college are generally in the lowest and worst paid grades of the public service. The sons of high officials are not however unrepresented in this college. Perhaps 5 per cent. of the entire number of students are the sons of officials who may be fairly regarded as wealthy.

"The families to which students of the second and fourth classes belong are all comfortably off, and many of them decidedly well off.

The families to which the students of the third class belong represent the extremes in the social scale. The great bulk are extremely poor, the students that come from them being however among the most persevering and aspiring of all. A few students of this class are the sons of decidedly wealthy landholders.

"Upon the whole the students of this college seem to me in this point of view very similar to those of a Scottish University. A considerable proportion are extremely poor and able to carry on their studies only by means of scholarships or the assistance of generous patrons. The decided majority however belong to families in sufficiently good circumstances to provide for their education, though in many cases only at the cost of a struggle."

The Principal of the Kerala Vidyasala, Calicut, writes:—

"There can be no doubt that the Brahmans and Nayars, the two highest castes in Malabar, are those who mainly help to fill our schools. Many of these are sons of officials and well-to-do landowners, who wish their sons to become Government servants or vakeels."

"Coimbatore College.—We had a college class during 1868, 1869, 1870, and the earlier part of 1871. It was abolished in May 1871 as the strength had greatly fallen on account of the Government order that none should be entertained in the public service after the age of 25. The class was opened again in February 1876."

Class.	Strength.	Race or Caste.	Social position.	WEALTH OF THE FAMILIES TO WHICH THEY BELONG.			PROFESSIONS FOLLOWED BY THEIR PARENTS OR GUARDIANS.		
				Rich.	Moderate.	Poor.	Officials.	Farmers.	Traders.
VIII & VII	38	Hindus	Petty high	7	12	19	27	10	1

Regarding other institutions there is no information on this point before us.

3. *Results of University Examinations.*—For the degree of Master of Arts no college prepared students. Nine candidates, however, presented themselves for examination for that degree, in each of the years 1880-81 and 1881-82, and five were successful on each occasion.

The general results for the other two arts examinations in both years are shown in the following statement:—

Return shewing the results of Arts examinations in the Madras Presidency during the official years 1880-81 and 1881-82.

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS ANDING EXAMINERS.			NUMBER OF EXAMINERS.					NUMBER PASSED.				CHECK OF PASSED SCHOLARS.				PERCENTAGE OF PASSES SCHOLARS TO TOTAL NUMBER AT THE ENDING OF THE YEAR ON THE SOLE OF THE CLASS EXAMINED.		
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Blind.	Muhamm.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.	Not ascertainable.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																			
ARTS COLLEGES.																			
Bachelor of Arts	3	2	2	7	76	48	33	38	195	54	27	18	14	113	102	30.2	27.3	36	
1880-81	3	2	2	7	76	48	33	38	195	54	27	18	14	113	102	30.2	27.3	36	
1881-82	3	3	2	8	107	78	40	36	261	71	48	19	6	144	127	44	15.4		
1880-81	9	12	6	27	166	185	71	56	478	60	71	29	7	167	133	29	14.7		
1881-82	10	12	8	30	230	265	147	91	733	145	159	87	32	423	381	36	27		
First Arts or Pre-vious Examination.																			

* These two and some of the F. A. Unaided Colleges are beyond the limits of the Presidency, and, strictly speaking, should not be included anywhere in this Report.

In 1881-82 there were thus eight colleges, three Government and five non-Government, educating up to the standard of the B. A. degree. These presented and passed students as follows:—

	Presented.	Passed.	Percentage of passed to presented.
3 Government colleges	107	71	66.3
3 Aided "	78	48	61.5
2 Unaided "	40	19	47.5

The number of colleges presenting candidates at the first examination in arts was 30.

	Presented.	Passed.	Percentage of passed to presented.
10 Government colleges	230	145	63.0
12 Aided "	265	159	60.0
8 Unaided "	147	87	59.1

For the lower examination the results were thus remarkably uniform for the three classes of institutions. In that for the degree the aided colleges held their own well as against Government institutions, but the unaided fell much below.

On the whole, collegiate education shows a great advance during the year, from 195 candidates for the degree, of whom 113 passed.

to 261	144	and
from 478 F. A. candidates	167	"
to 733	423	"

This very large addition to the number passing the first examination in arts, promises a great extension of higher collegiate education, and, as a matter of fact, we find that the B. A. classes contained 399 students on the 31st March 1882, against 296 the year before, showing an increase of very nearly 35 per cent. in the number of students reading for the degree. It has, however, to be noted that the large increase in the number of F. A. passes, was to a considerable extent due to the severity of the examination of December 1880, and the comparative tendency of the succeeding one.

The languages taught in colleges, with the number of students reading each, will be found on page 106 and the results of the examinations for each college on page 110.

4. In the University of Madras there has not hitherto been any opportunity for students to graduate in a scientific course. Quite recently, however, the Senate has decided to establish an examination for the degree of Bachelor of Science.

Though, however, there have been granted no degrees in Science, Physical Science has formed one of three optional branches for the degree of B. A.

The following statement, furnished to us by the courtesy of the Registrar of the University, will show the absolute number of students, who have selected Physical Science, and the number as compared with the number in each of the other two optional branches, for the last six years:—

YEAR.	REGISTERED.			EXAMINED.			PASSED.			TOTAL PERCENTAGE PASSED IN EACH OPTIONAL SUBJECT.		
	Mathematics.	Physical Science.	Logic & Morals.	Mathematics.	Physical Science.	Logic & Morals.	Mathematics.	Physical Science.	Logic & Morals.	Mathematics.	Physical Science.	Logic & Morals.
1876-77	52	8	76	49	8	72	41	8	47	83.7	100	65.3
1877-78	60	3	94	60	3	87	44	...	81	73.3	...	28.1
1878-79	67	12	158	66	12	153	40	9	130	60.6	75	81.9
1879-80	51	18	112	59	18	107	35	17	70	68.6	94.1	65.4
1880-81	60	15	123	59	15	121	51	13	97	86.4	86.6	80.2
1881-82	80	36	154	77	36	148	71	34	102	92.2	94.4	68.9
	370	92	717	361	92	688	282	81	527	77.2	...	...

This shows the very small way that Physical Science has hitherto made. The following numbers for the two chief colleges on the 31st March last would seem to show that the study has received an impetus.

Optional subjects taken by B. A. Students.

COLLEGE.	Mathematics.	Physical Science.	Logic and Morals.	TOTAL.
Presidency	21	33	63	117
Christian	7	91	56	154

5. *College Libraries.*—The following return of the number of volumes in each College Library, the number taken out during the year 1881-82, and the grants, has been compiled in the office of the Director of Public Instruction.

College Libraries.

INSTITUTION.	Number of Books in the Library on 31st March 1882.	Number of Books taken during 1881-82.	Amount of Govern- ment grant.			REMARKS.
GOVERNMENT COLLEGES.						
Presidency College	3,289	1,307	1,060	...	...	This is annual.
Rajamundry do.	934	390	250	...	...	
Combaconam do.	1,164	360	300	...	...	
Berhampore do.	398	144	100	...	...	
Bellary do.	1,672	311	200	...	...	
Cuddalore do.	1,150	291	100	...	...	
Salem do.	374	363	100	...	...	
Calicut do.	772	600	200	...	...	
Mangalore do.	314	448	200	...	...	
Madura do.	...	...	...	...	...	^a This is the total amount received since the institu- tion of the library, twenty years ago.
AIDED COLLEGES.						
Madras Christian College	{ 2,224 ^d	2,165	980 ^a	...	...	^b Reading library. ^c Consulting library. Library grants to aided institutions may be given at such intervals as the Director of Public Instruction may consider ex- pendient.
Doveton College	781 ^c	11,000	...	...	...	
Vizagapatam Hindu College	860	210	...	...	...	
Madras Pachaiyappa's do.	195	...	...	...	...	
Masulipatam Noble do.	700	64	...	...	...	
Trichinopoly S. P. G. do.	1,645	165	...	...	...	
Tanjore do.	1,120	...	...	...	...	
Negapatam St. Joseph's do.	5	...	...	...	...	
Tinnevely Hindu do.	653	6,000	...	...	...	
Coimbatore do.	184	134	...	...	...	
	278	...	...	...	...	
UNAIDED COLLEGES.						
Vizianagaram Maharaja's College	504	102	...	...	...	^d The whole library was presented by Government.
Calicut Kerala Vidyasala ^d	267	212	1,270	...	...	

6. *Laboratories and apparatus for instruction.*—The following is the return furnished under this head:—

INSTITUTIONS.	General character of apparatus for instruction.	Approximate value of such apparatus.	Government grant towards the apparatus in Aided Institutions.	REMARKS.
		Rs. A. P.	Rs. A. P.	
GOVERNMENT COLLEGES.				
Presidency College	Physical & Chemical a	200 0 0	...	a No return received.
Rajahmundry do.	do.	435 0 0	...	
Combaconam do.	do.	250 0 0	...	
Berhampore do.	do.	180 0 0	...	
Bellary do.	do.	260 0 0	...	
Cuddalore do.	do.	180 0 0	...	
Salem do.	do.	270 0 0	...	
Madura do.	do.	250 0 0	...	
Calicut do.	do.	270 0 0	...	
Mangalore do.	do.	250 0 0	...	
AIDED COLLEGES.				
Madras Christian College	Physical & Chemical	3,699 10 10	1,740 0 0	Grants for apparatus required for instruction in Science or Art are given once.
Doveton Protestant do.	do.	1,089 0 0	199 2 0	
Vizagapatam Hindu do.	do.	270 0 0	...	
Masulipatam Noble do.	do.	130 0 0	...	
Madras Pachaiyappa's do.	do.	331 15 10	...	
Trichinopoly S. P. G. do.	do.	500 0 0	192 4 0	
Tanjore do.	do.	119 4 9	...	
Negapatam St. Joseph's do.	do.	3,100 0 0	780 6 11	
Tinnevely Hindu do.	do.	288 12 3	94 6 1	
Coimbatore do.	do.	230 0 0	...	
UNAIDED COLLEGES.				
Vizianagaram Maharaja's College	Physical & Chemical	102 10 8	...	
Calicut Kerala Vidyasala do.	do.	900 0 0	550 0 0	

7. *Income and Expenditure.*—See pages 106 and 108.

8. *Fees.*—For the rates see page 50. There are no recognized exemptions from payment, except in the case of a small number of free scholars. Stipendiary scholars are required to pay the fee out of their scholarship. In Government colleges the fees are paid into the treasury. In private colleges they go to defray part of the expenditure.

9. *Scholarships.*—In sending us the return of scholarships in Government colleges the Director of Public Instruction writes:—"The amount of scholarships actually drawn on the 31st March 1882 is exhibited under each College as below. No entry appears under many of the Institutions, as scholarships were not sanctioned until after the publication of the results of the University examinations, and as no information was furnished by heads of schools in the returns furnished to this office."

The general rules for scholarships will be found on page 61. Such detail as we have follows under each College.

Presidency College.—To scholarships at Rs. 16 tenable for 4 years—the first two years either in the Calicut College or in the Presidency College, and the last two years in the Presidency College.

One scholarship at Rs. 4 from middle school, Mailapur.

	Rs. As. P.
Combaconam College	65 0 0
Rajamundry College	30 0 0

Christian College.—The college possesses one endowed scholarship of Rs. 9 per mensem, tenable throughout the four years of the college course. Three scholarships are paid into the college funds by certain schools on account of scholars from these schools now reading in the college. A sum of about Rs. 1,400 per annum, but varying in its precise amount from year to year, is expended on scholarships to “students from mission schools, or to Christian students from any schools in the remoter districts of the Presidency or neighbouring states.” Of this sum, Rs. 675 comes from the interest on invested funds; and the remainder from annual subscriptions given by old students and others interested in the college.

“A fair proportion of the Government district scholarships and the Government scholarships for Muhammadans are held at this college, but the number of such scholarship-holders is of course different in different years.

“Besides this, there are four schools each of which sometimes sends the pupil who passes highest at the matriculation examination to this college with a scholarship, and special scholarships, such as “Mysore Palace” scholarships, have sometimes been held by students here. But these do not pass through the college funds, and their existence is not officially known to the managers of the college, so that they do not properly fall to be noticed in this connection.

“On the 31st March 1882, the following was the number of students holding scholarships of the various kinds that should be enumerated in this paper.

(a) On the endowed foundation	3
(b) Holding scholarships paid to the college on account of special students by the schools from which they come	3
(c) Holding scholarships paid partly from interest on investment, partly from subscriptions	24
(d) Holding Government District scholarships	13
(e) Holding Government scholarships for Muhammadans	9

TOTAL . 52”

Doveton College.—

“The amount paid for scholarships during the year was Rs. 1,220. The scholarships are given by the Committee according to the results of the University entrance and first arts examinations, and are paid from the interest of the endowments. There is no separate scholarship fund.

“Four scholarships of Rs. 10 each are given annually to the four of the students entering the junior first arts class who stood highest in the University matriculation pass list, two of them being reserved for Doveton students, the other two being assigned to students of any other institutions who have passed higher than any of the Doveton students not holding scholarships. These scholarships rise to Rs. 20 or Rs. 15 each in the 3rd and 4th years of the student’s curriculum, according as he passes the first in arts examination in the first or in the second class.”

Pacheappa’s College.—Twelve scholarships of Rs. 4 each.

Noble College, Masulipatam.—Rupees sixty. The Principal writes:—

“Government would do well if, in districts where there is no Government College, they were to offer one or two scholarships, (say of sufficient amount to cover the fee), for competition in the college classes of aided colleges, to be decided annually by examination conducted by the Inspector of schools or others whom he should appoint. If there were two assigned for each class, one might be given for mathematics and one for English. This, I am confident, would be a great stimulus and have an excellent effect upon such colleges.”

Sawyerpuram S. P. G. College.—Madras Diocesan Committee scholarships valuing Rs. 120 per mensem.

Tinnevely C. M. S. College.—“About one-half of the boys are free scholars.”

Berhampore.—Second Grade Government College Rs. 44 per mensem.

Madura.—Second Grade Government College Rs. 10 per mensem.

Mangalore.—Second Grade Government College Rs. 5 per mensem.

Calicut.—Second Grade Government College Rs. 9 per mensem.

Several of the witnesses referred to the system of free scholarships at present in force, by which, as will be seen from the rules on page 62, a certain number of the students who distinguish themselves at the various examinations are admitted free into Government Colleges. The managers of non-Government institutions are thus compelled either to part with their most promising pupils or to forego their fees. It certainly seems that it would be fairer and in every way better if rewards given by Government were given impartially to all schools, and if, instead of free-scholarships, an allowance equivalent to the fee were made, which the pupil enjoying it might draw whether he attended a Government or a non-Government Institution.

10/ *An estimate of the number of graduates from collegiate institutions (Government, aided, and unaided) who between 1871 and 1882 have joined (a.) the public*

service; or in a private capacity, (b.) the legal, (c.) the medical, (d.) the civil engineering professions.

The Director of Public Instruction informs us “that, according to the information gathered from the Accountant General’s Registers and other papers, 296 graduates approximately have joined the public service between 1871 and 1882.”

The Registrar of the University gives, in his evidence, the following valuable information on this point:—

“As a great deal of misapprehension exists on this matter of educated Natives obtaining remunerative employment, I have had a statement drawn up shewing the present position of the Bachelors of Arts of the University of Madras. The statement must not be taken as complete or even as very accurate, there not having been time to communicate with graduates in cases where more definite information was wanting. But it is sufficiently accurate and complete to enable the Commission to see that the oft-repeated outcry that we are raising up a race of men who cannot find remunerative employment is very far from the truth.”

Bachelors of Arts up to 31st March 1882.	IN GOVERNMENT SERVICE.							Teachers in Aided and Private Schools.	Yakils.	Merchants.	Munsidars.	In service of Native States.	Of independent means.	Pensioners.	Students at Professional colleges.	TOTAL.	Occupation unknown.
	Judicial.	Revenue.	Educational.	Engineering.	Indian Medical Service.	Clerical.	Clerks under Rs. 100 per mensem.										
971	118	36	90	4	3	1	96	118	92	4	4	68	55	4	103	796	175

The number of graduates entering in a private capacity a profession has not been inconsiderable except in civil engineering. The Principal of the Civil Engineering College writes, in reply to enquiry:—

“No graduate in arts or engineering who has passed through the Civil Engineering College has joined the civil engineering profession in a strictly private capacity between 1871 and 1882.

“It is true that two or three recently attached themselves to Local Fund Boards for a few months, but only while waiting appointments to the Public Works Department. One graduate is at present so employed, viz., Mr. Hormersgi Nowroji, B. C. E., who has lately been entertained by the Madras Municipal Commission. He will probably throw up the post if offered the Government service.”

The following list, supplied by the Principal of the Medical College, shows the number of graduates who joined the Medical Profession in a private capacity between 1871 and 1882:—

M. D.		M. B. and C. M.	
1871	One.	1872	One (since dead).
1872	One.	1881	Two.
L. M. S.			
1878	One.	1880	Eight.
1879	Two.	1881	Two.

From a return obtained through the Director of Public Instruction from the Registrar of the High Court, it appears that no fewer than 126 graduates became legal practitioners between 1872 and 1881, forty-nine in mofussil courts, and seventy-seven in the Madras High Court. Of these, several have become district moonsifs, and one is a judge in Travancore.

From communications received we extract the following regarding three of the colleges.

Presidency College.—From the Presidency College 387 graduates have passed out, and they are accounted for in the following table, which the Principal has kindly furnished:—

Occupation, &c., of Presidency College Graduates.

Government Officials.	Teachers in Non-Government schools.	Mistresses.	Merchants.	Vakeels.	Service in Foreign states such as Hyderabad, Mysore, Travancore, &c.	Unemployed or living on funded Capital.	TRAINING FOR SPECIAL QUALIFICATIONS.			Number surviving.	Not known.	Number deceased.	Total passed from the College.
							Law.	Medical.	Engineering.				
151	27	1	5	54	24	10	49	3	3	327	27	33	387

Christian College.—The Principal writes:—

"The entire number of graduates from this college is about 190. It is not possible to give exact information about all of them, but as nearly as can be made out, about 70 are now employed in various branches of the service of Government, 12 have entered the legal profession in a private capacity, 1 the medical profession, and none that of civil engineering. Of the remainder, some are dead, many are employed as teachers, and a considerable number are still students of medicine or of law. It seems a pity that the profession of teaching was not included among those specified by the Commission. Undoubtedly many graduates are employed as teachers only for a few years, but some adopt it as a profession for life. Of the graduates of this college about 60 are at present teachers, and of these about one-half are likely, so far I can judge, to make teaching the work of their lives."

Doveton College.—Number of Graduates between 1871 and 1882, 19; of whom, 12 are schoolmasters, 1 is a surgeon in the army, 1 in business, 3 are employed as clerks in Government offices; one is a local preacher, Wesleyan, and one is a medical student."

11. *The effect of Collegiate instruction on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employes.*

On this important subject, the reports on education afford but little assistance, the whole series from 1855 to 1881 having, as far as we have been able to ascertain, but two references to it, one in 1871-72 by Colonel Macdonald (when acting); the other the year following by Mr. Powell. The following extract from the report of the latter for 1872-73 gives briefly the views of both gentlemen:—

"In the Public Instruction Report for last year, Colonel Macdonald makes the following among other observations on the subject: 'Even hostile criticism can hardly deny that, in this Presidency at least, educated Hindus are filling important offices around us in an honorable and creditable manner; that a higher tone is being diffused by them through the public service; that, in integrity and truthfulness, they stand immeasurably above the men of the past generation; that many of them are striving with success to diffuse the blessings of education among their countrymen; and that the number of educated Hindus who can be pointed to as having brought dishonor on the training which they have received is singularly small.' If the late Acting Director's statement is accepted, as I believe it will be, by all whose experience entitles them to form a judgment on the matter, there can be no question as to the effect of the instruction given being largely beneficial. This does not preclude the probability of there being several serious defects in the present system of education; that there are such defects must be acknowledged, and it remains for us to endeavour to remove them."

In April 1873, Mr. Porter, for many years the very successful Principal of Combaconum College, and subsequently tutor to the Maharaja of Mysore, attracted considerable attention by an address delivered at the Convocation of the University of Madras, of which the following extract gives the substance:—

"The present year is in some respects a marked one. Important changes affecting the studies and the length of the course, come into operation next year, and the present is the last under the old regulations. You conclude what may be called the first period in the history of this University. In this space of sixteen years, the progress, if we judge by the members that have passed the various University examinations, has been surprising. The advance has been one triumphant progress without a check. Are there equal grounds for congratulation when we look not at the numbers but at the quality of our students?—The higher education has now been in operation in this presidency for more than twenty years. The earlier pupils of our schools have reached or passed the prime of life,

and many of them now hold high posts in all the departments of public life. Among these are men whose names are widely known among their countrymen, and who are honored where they are known. The pupils of later years have also in large numbers found employment in official life. Of these young men, whose work is carried on in comparative obscurity, I am not in a position to speak with authority. That must be left to the officers who have the immediate supervision of their work. One thing, however, is clear to me. A great change has gradually come about in the feeling with which they are regarded by those who have charge of the administration. In opposition to much prejudice—a prejudice that, to some extent, no doubt, was due to their own failings, among which may be reckoned an unwillingness to begin low enough in the official ladder—they have gradually made their way in the courts and cutcherries, and I believe it is generally admitted that especially in method and regularity, and I believe also in the tone of morality, the public service has in recent years vastly improved."

The next prominent utterance on the subject was that of the Duke of Buckingham in his address at the Convocation of 1st March 1880. After referring to the ample desire for education, he said:—

"Is the desire for education well directed? so directed as to encourage a sound and well-grounded knowledge, rather than a showy, but superficial teaching. In the extended acquisition of the first by its people, there is safety to the commonwealth. In the spread of the latter is danger. He who has acquired the first will judge calmly, and weigh with care the consequences of changes proposed, and consider with thoughtful judgment the measures to be taken or modification of laws or customs necessary to meet the ever-varying phases of a nation's life. He will be no unchanging *laudator temporis acti*, but he will bring the facts, and experiences of by-gone historic times to aid him in judging the events of the present, and the prospects of the future. In such men are found strong and decided convictions, but it is among such that we must look for those whose counsels should guide Governments and direct and influence the people."

"Does, then, the present education of this Presidency tend to produce such men? I have no doubt in answering this question in the affirmative, and to say that, although there is, no doubt, much of the more showy and superficial sort of learning, easily recognizable, pretensions in style, unsound in argument, ever displaying carefully culled phrases, gathered from the pages of a glossary, not by study of the authors, frequently misused from utter ignorance of the context, although there are many such, yet there are also a large proportion of sound and well-taught men doing honor to the Presidency from which they have sprung and to its University."

In the following year Sir Charles Turner, Chief Justice, and Vice-Chancellor of the University, delivered the convocation address, in the course of which he made the following brief reference to his estimate of the results of the higher education:—

"Modern India has proved by examples that are known to, and honored by, all in this assembly, that her sons can qualify themselves to hold their own with the best of European talent in the council chamber, on the bench, at the bar, and in the mart. The time cannot be far distant when she will produce her philosopher, her moralist, her reformer."

One of the latest expressions of opinion is that of the enlightened Prince of Travancore, His Highness the Maharaja Rama Varma. He says:—

"That the higher education hitherto given by Government has produced no good results and has simply reared a race of pedants or discontented men is a gross calumny. That the native portion of the Government service and of the bar has immensely improved during these past forty years is a fact which the most cavilling critic will not deny. If this result, full of public importance, is not to be traced to the higher education given by Government, to what else is it due? The result is a happy one equally to the governing and governed classes. The good is far from being confined to British territories. At this moment four native States are being administered by four men who belong to the earlier harvests of the late high school of Madras, and who would do credit to any nation in the world. Under such men as Raja Sir Madhava Rao, Messrs. Ranga Charlu, Ramaiengar, and Seshaiya Sastri, Baroda, Mysore, Travancore and Pudukotta enjoy a good government, which under different circumstances would have been simply impossible. Every educated native in or out of Government service is a radiant point of enlightenment possessing manly self-respect and grateful loyalty to Government."

Mr. Runga Charlu, just mentioned, said in the course of an address at the Mysore Maharaja's College in March 1882.

"All these things mean not an increased expenditure of money on primary education, but on increasing the agency of educated natives interested in the welfare of their countrymen, through whom alone the education of the masses can be successfully effected."

"It will be asked whether educated natives turned out of our Colleges are fulfilling these ends, or whether the presence of a small class of highly educated natives by the side of a large ignorant popu-

lation is a source of danger. I can only answer this question by stating that we have not as yet had sufficient time to see the fruits of higher education. A certain period of incubation must be passed before any great change is achieved. The earlier batches of students who came out of the Government colleges have been rapidly absorbed in the Government service. The students who followed did not find in the uncovenanted service, more or less disorganised and shut against them, circumstances to produce a happy frame of mind; but those who observe the times cannot fail to see, in the numerous societies and associations which are being formed in the interests of the people, and in the manner in which the students are now extensively taking to useful branches of knowledge, such as medicine and engineering, how rapidly the educated classes are settling down in their proper places so as to form a harmonious whole with the great mass of the population. There is no reason to doubt that they will prove a valuable agency to promote the advancement of the masses of their countrymen, as well as a source of strength to the Government. If Government are to help this process of natural adjustment in any way, it will be by a better regulation of their service, which by the increased influence it commands, and the extensive fields of profitable employment it affords, has an unsettling effect upon the economical conditions of society."

The opinions of some of the gentlemen actually engaged in collegiate education may, we think, appropriately find a place here.

Dr. Duncan, of the Presidency College, says :—

"Government educational officers have the same commission as others, namely, to train the moral nature by appealing to every feeling of the human heart, to the religious feelings no less than to the personal and social. To prove that they have not been altogether unsuccessful in the performance of their task, I appeal to the most convincing of evidence—to the stainless and upright lives of the many men all over India who have been trained in Government institutions, and who, as regards moral character, need not fear comparison with the educated classes of any country.

"To me it is clear that the really valuable and vital part of religion is no more excluded from Government schools and colleges than it is from aided Missionary colleges. This is borne out, as I have already said, by the character of the men educated in the State colleges. 'By their fruits ye shall know them.' I would not have the least hesitation in submitting the work of the Government colleges during the last twenty-five or thirty years to this scriptural text."

Mr. Miller, of the Christian College, who, it hardly need be said, has had nothing to do with making this selection, writes :—

"On this point nothing very definite can be said. I would express my opinion that the effect of collegiate instruction has been upon the whole very beneficial in all the ways specified by the Commission. It is easy to say that better results would have been attained if in this particular or in that a different course had been followed. I could easily point out many ways in which, in my own opinion at least, colleges might have done more good than they have done, e.g., if there had been more effort to educate and less pressure to make an appearance at examinations: if there had been more done to put students in the way of procuring information for themselves and less in the way of supplying it to them without effort of their own: if there had been greater endeavour to mould character and awaken thought on the highest themes: if there had been more encouragement to the formation of debating societies and other modes of mutual influence among students in their college years. In these ways and many others, colleges certainly have not done all that they might have done to train their *alumni* for wide and varied usefulness. But, making all allowance for such defects, I cannot think that any one acquainted with the facts will deny or doubt that collegiate education has exerted on the whole an extremely beneficial influence."

Dr. Jean, the head of St. Joseph's College, Negapatam, to whose views the same remark, as to selection, applies, writes as follows :—

"Whatever may be the charges laid against collegiate education, charges which if true, would only prove that it is in man's power to abuse of the best things. One thing is, in my opinion undeniable, namely, that it has refined the manners, and developed a sense of uprightness among educated Hindus in a remarkable degree. It may be that many of them remain without a fixed and solid standard of morality, and act rightly only from utilitarian motives. But even this is a progress, and may be called a beginning of wisdom, and as such, considered a fruit of higher education. As to the charge that it has unsettled religious belief in many, I confess I do not see well its import. Religious belief may be unsettled in this sense, that a man comes to question the truth of what he has hitherto accepted as a religious dogma, and begins to inquire, with a desire of arriving at the truth. But this, I consider as a benefit of higher education. If, by being unsettled in their religious belief is meant that educated Hindus have given up their religious notions simply without substituting new ones, have become agnostics or atheists, I think that the charge applies to very few. In my opinion, most of the educated Hindus still stick to their old religious tenets, not from conviction, but by a sort of natural instinct which makes them stick to anything that has come down to them from their ancestors."

Our extracts on this point may appropriately close with the following cross-examination, by the President of the Commission, of Mr. Justice Mutusami Iyer :—

Q. 1.—Will you favour the Commission with your views regarding a statement sometimes made, that higher education proves detrimental to the morality of young men, and breaks up the ties of family life?

A. 1.—Far from proving in the slightest degree detrimental to the interests of national morality higher education has advanced it. Every one who visits the homes of educated men, will be struck by the change which marks their domestic life. Their wives are no longer their servants but their equals. Attention is paid to the education of both their wives and daughters; the domestic affections have been strengthened by higher education. I would add that, although the Hindu Law permits of a plurality of wives, the spread of higher education has nearly annihilated this evil. The marked improvement in public morality has kept pace with the spread of higher education, and will be testified to by every one connected with the government of the country.

Q. 2.—Then may we take it that your emphatic testimony, based on your exceptionally wide experience of young professional men, is that higher education is not detrimental to morals or family life, and that it is producing a generation of men of whom the country may feel proud?

A. 2.—Perfectly so. There must be exceptions among educated natives as among every other class. But I speak emphatically of that class as a class, and of the overwhelming majority of its members.

We would not be understood to deny that evils and danger exist in connection with higher education. Great movements always have their bad side as well as their good, and care is undoubtedly required in this case if the bad is to be made as small and the good as great as possible. But the evils connected with high education are very fully recounted and often greatly exaggerated by irresponsible writers, and we have thought it well to present the other side of things in the words of men whose circumstances guarantee that whatever they may say on this point, has been deliberately weighed.

SECTION E.

Female Education.

1. *Its extent.*—The extent of female education in Government, aided and unaided schools in 1881-82 is shown in the following statement :—

CLASS OF INSTITUTION.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	NUMBER OF SCHOLARS ON 31ST MARCH, LEARNING		
					English.	A classical language.	A Vernacular language.
1	2	3	4	5	6	7	8
GOVERNMENT INSTITUTIONS.							
High Schools . English .	2	8	8	6	3	...	1
Middle Schools { English . Vernacular .	2	19	19	14	19	...	15
	2	10	10	9	...	...	10
Primary Schools { English . Vernacular .	2	148	159	137	112	...	51
	46	2,040	1,897	1,433	...	...	2,040
Training School for Mistresses	1	20	21	18	20	...	20
TOTAL	55	2,240	2,114	1,617	154	...	2,137

Aided Institutions.

High Schools	English	11	51	42	36	51	4	4
		33	399	229	303	388	10	78
Middle Schools	English	12	77	88	69	...	...	77
	Vernacular	71	3,890	4,002	3,335	3,180	71	1,418
Primary Schools	English	215	10,083	9,668	7,429	106	...	10,048
	Vernacular	8	137	137	113	110	...	137
Training Schools for Mistresses								
TOTAL		345	14,637	14,266	11,290	3,830	85	11,762

Unaided Institutions under Regular Inspection.

Middle Schools	English	10	98	87	74	98	...	90
		14	110	116	107	...	...	110
	Vernacular	8	250	255	224	193	...	237
Primary Schools	English	212	6,345	6,070	4,775	5	...	6,345
	Vernacular							
TOTAL		244	6,803	6,528	5,180	296	...	6,782
GRAND TOTAL		644	23,680	22,908	18,087	4,280	85	20,681

To get the exact number of girls at school there must be added to the grand total of 23,680 girls on the rolls of purely girls' schools, 13,681 girls who were in boys' schools, while 637 must be deducted on account of the number of little boys in girls' schools. This gives 36,724 as the exact number of girls at school on the 31st March last. The following statement will show this more clearly. It gives also the nationality of the pupils, and compares the numbers for 1880-81 and 1881-82.

	GOVERNMENT		AIDED		UNAIDED		TOTAL		NATIONALITY OF GIRLS IN GIRLS' SCHOOLS					
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	European and Eurasians	Native Christians	Hindus	Mahomedans	Others	
1880-81.	High Schools	1	7	7	31	...	8	38	35	2	...	...	...	
	Middle "	3	44	23	278	6	32	374	260	74	34	...	6	
	Primary "	44	1,757	338	15,379	118	4,657	500	21,133	2,573	6,594	11,226	430	320
	Normal "	1	20	2	99	...	8	119	6	106	7	...	...	
	TOTAL	49	1,828	370	15,787	124	4,109	543	33,051*	2,874	6,777	11,267	480	326
1881-82.	High Schools	2	3	11	51	...	13	54	52	2	...	...	...	
	Middle "	4	29	45	476	24	73	713	347	291	68	1	6	
	Primary "	48	2,188	286	13,973	220	6,595	554	22,756	2,509	6,436	12,960	427	424
	Normal "	1	20	3	137	...	4	157	6	144	7	...	...	
	TOTAL	55	2,240	345	14,637	244	6,803	644	37,361*	2,914	6,873	13,035	428	430

NOTE.—Girls in boys' schools are in brackets [].
 * These totals include the comparatively small number of boys that are in girls' schools.
 a 14 Boys. d 14 Boys.
 b 713 " e 620 "
 c 3 "

The following two tables will conveniently show the progress during the year of secondary and primary female education separately. The second also distinguishes between English and Vernacular schools.

A.—Secondary Education (Girls) in 1880-81 and 1881-82.

		GOVERNMENT		AIDED		UNAIDED		TOTAL		REMARKS.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1880-81.	High	1	7	7	31	...	...	8	38	
	Middle	3	44	23	278	6	52	32	374	
	TOTAL	4	51	30	309	6	52	40	412	
1881-82.	High	2	3	11	51	...	...	13	54	
	Middle	4	29	45	476	24	208	73	713	
	TOTAL	6	32	56	527	24	208	86	767	
Percentage of Increase		50.0	37.2a	86.6	70.5	300.0	300.0	115	86.4	a Decrease.

B.—Primary Education—(Girls schools only) in 1880-81 and 1881-82.

		GOVERNMENT		AIDED		UNAIDED		TOTAL		REMARKS.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1880-81.	English	4	139	87	5,002	10	722	101	5,863	
	Vernacular	40	1,618	251	10,377	108	3,335	399	15,330	
	TOTAL	44	1,757	338	15,379	118	4,057	500	21,193	
1881-82.	English	2	148	71	3,890	8	250	81	4,288	
	Vernacular	46	2,040	215	10,083	212	6,345	473	18,468	
	TOTAL	48	2,188	286	13,973	220	6,595	554	22,756	
Percentage of Increase		9.0	24.5	15.3a	9.1a	86.4	62.5	10.8	7.3	a Decrease.

Secondary education, though absolutely still trifling, made, except in Government schools, a great advance during the year, from eight high, and thirty-two middle schools, with 38 and 374 pupils respectively, to thirteen high, and seventy-three middle, with 54 and 713 pupils respectively. In this connexion we would remark that the present system, prescribed, we believe, by the Government of India, of returning a department, or even a single small class containing possibly one pupil as a school can hardly be other than misleading. It will be observed that the 13 high schools had 54 pupils among them, or four each! and each middle school had on an average fewer than ten. But for the great inconvenience that would result from such a change, we should recommend that, in all returns, a whole school should be returned as one, the subordinate entries being arranged to show how many pupils it contained in its high, middle, and primary classes respectively. The same objection holds good in the case of boys' schools; and, considering that

the inconvenience resulting from a change of system would be temporary, while, according to our view, the gain would be permanent, we would suggest the matter for the consideration of the statistical sub-committee of the Commission.

Turning to primary instruction in purely girls' school (Table B), it will be seen that, while Government schools and pupils increased by 9 and 24.5 per cent. respectively, the decrease in those aided was 15 per cent. in schools, and 9 per cent. in pupils. Unaided education, on the other hand, increased by 86 per cent. in schools and 62.5 in pupils. The general result was an increase in primary schools of nearly 11 per cent., and of pupils by 7 per cent.

To female Normal schools there was an addition of one during the year, making the number of such on the 31st March 1882, four, with 157 pupils.

The general tables on pp. 124 and 125 show that the number of girls' schools increased from 543 to 644 or by 18.6 per cent. during 1881-82; and that the number of female pupils, including girls in boys' schools, rose from 33,051 to 37,361, or by 13 per cent. At the close of 1871-72 the total number of female pupils in all schools was 11,503, so that it has a good deal more than trebled during the period. Within the same time, the number of male pupils rose from 123,689 to 354,907, or by something less than three times itself; so that the progress in female, has been rather greater proportionately than in male, education. This may be regarded as a satisfactory feature, and seems to show that, to some extent at least, the action of the Education Department has encouraged efforts directed to the increase of female education; but it will be generally conceded that greater encouragement is needed yet. It is true that part of its action has been directed to the securing of greater efficiency; and this will hardly be considered unnecessary by any one practically acquainted with the matter. For the extension of female education the field is practically unlimited: for the improvement of what already exists there is great necessity, and no policy can be sound that neglects either of these considerations.

3. *Mixed Schools.*—The returns prescribed by the Government of India do not recognize mixed schools. Some years ago, in the Madras returns, a boys' school with one girl, or a girls' school with one boy, was returned as a 'mixed' school. According to the present system of classification, a school is returned as a boys' or a girls' according as the majority of its pupils are boys or girls. Neither method seems calculated to convey a correct impression. Schools of the latter class are essentially 'mixed' schools, and should, we consider, be so returned; while a boys' school with a few girls, or a girls' school with a small number of boys, is still essentially a boys' or a girls' school. Should any rule on the point be laid down, about a third of either sex, with about two-thirds of the other, might constitute a 'mixed' school.

To the policy of such schools then and we should advocate them on except by attending boys' schools. years of age into girls' school we should

Our returns show there to have girls' schools; and the large number information as to the number of schools the number of boys' schools in which

4. *Subjects of instruction and* m for girls' schools is the same as for boys', with the addition of needlework and singing. The work for middle and high schools will be found on pp. 73, 74, 83, 86, 87 and 88 of this report. That for the higher examination for women, &c., on p. 10 of Appendix B; and the different result standards on p. 13, &c., of the same.

The work in Government and salary grant schools for the three classes below the second, or upper primary class, is as follows:—

lly adverse ;
o instruction
tabove eight

337 boys in
We have no
schools, or of

Lower Primary School.

Subject.	Text-Book.	Portion.	Remarks.
Vernacular Reading	PREPARATORY CLASS A.—(First Results standard.) Tamil, Telugu, Malayalam or Canarese—Guthrie's First Book of Lessons, Madras School Series. Urdu, Persian (Barnes Method). Hindustani Primer of Col. Holooyd's Series, Tailmad. Copy books or slips. The reading book in use.	The whole Large hand Words from the portion read Notation and numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines.	The pupil must be able to answer very simple questions on the meaning and subject-matter. Reading will be tested in some book of equal difficulty not previously studied. Fifty pages to be exhibited. Each page to be dated. English figures must be used in this as well as in the higher classes.
Vernacular Writing Vernacular Dictation Arithmetic	Tamil, Telugu, Malayalam or Canarese, Guthrie's First Book of Lessons, Madras School Series. Urdu, Hindi, Persian, Part I. Tamil, Telugu, Malayalam or Canarese, Col. Holooyd's Series, Tailmad. Copy books or slips. Any book not used in class equal in difficulty to the reading book in use.	Large hand Words from the portion read Notation and numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines.	Work to be exhibited. The teaching of this subject is optional.
Vernacular Reading	PREPARATORY CLASS B.—(Second Results standard.) Tamil, Telugu, Malayalam or Canarese, Guthrie's First Book of Lessons, Madras School Series. Urdu, Hindi, Persian, Part I. Tamil, Telugu, Malayalam or Canarese, Col. Holooyd's Series, Tailmad. Copy books or slips. Any book not used in class equal in difficulty to the reading book in use.	The whole Large hand Words from the portion read Notation and numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines.	Work to be exhibited. The teaching of this subject is optional.
Vernacular Writing Vernacular Dictation Vernacular Poetry	Tamil, Telugu, Malayalam or Canarese, Guthrie's First Book of Lessons, Madras School Series. Urdu, Hindi, Persian, Part I. Tamil, Telugu, Malayalam or Canarese, Col. Holooyd's Series, Tailmad. Copy books or slips. Any book not used in class equal in difficulty to the reading book in use.	The whole Large hand Words from the portion read Notation and numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines.	Work to be exhibited. The teaching of this subject is optional.
Vernacular Grammar Arithmetic Geography	Tamil, Telugu, Malayalam or Canarese, Guthrie's First Book of Lessons, Madras School Series. Urdu, Hindi, Persian, Part I. Tamil, Telugu, Malayalam or Canarese, Col. Holooyd's Series, Tailmad. Copy books or slips. Any book not used in class equal in difficulty to the reading book in use.	The whole Large hand Words from the portion read Notation and numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines.	Work to be exhibited. The teaching of this subject is optional.
Needle Work Singing	Oral and practical instruction from the teacher. Do. Do.	Oral and practical instruction from the teacher. Do. Do.	Work to be exhibited. The teaching of this subject is optional.
English Reading	FIRST CLASS.—(Third Results standard.) Guthrie's First English Book, Madras School Series.	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in new sentences only containing such words and constructions as occur in the text-book. A bill to read will be tested in some book of equal difficulty not previously studied. Due allowance being made for words, with the pronunciation of which the pupil cannot be expected to be acquainted.

* Note.—The Results standards are not exactly identical with these—Fide page 13, &c., of Appendix B.

Lower Primary School—continued.

Subject.	Text-book.	Portion.	Remarks.
English Writing	Vere Foster's, Morrav's, or any series of copy books or copy slips sold at the Central Book Depot.	Large hand	One hundred pages to be exhibited. Each page to be dated.
English Dictation	The reading book in use.	Words from the portion read	Marks will be given both for writing and spelling.
English Grammar	Oral and practical from the teacher.	Nouns, adjectives and verbs	To be taught in connection with the reading lesson.
Translation from English into the Vernacular.	The grammatical portion of Garthwaite's First English Book, Madras School Series.	The whole.	The pupil must be able to answer questions on the meaning and subject-matter. The stories and fables will also be taught for home lessons and holiday tasks.
Translation from the Vernacular into English.	As contained in Garthwaite's First English Book. "Pala, Directions to the teacher."	The whole	The annual examination will be held chiefly on the other portions of the book. Reading will be the test of the book of equal difficulty not previously studied.
Vernacular Reading	Tamil, Telugu, Malayalam or Canarese. Joyce's Second Reader, Madras School Series.	Do.	Do. as far as applicable.
Do.	Urisa, Niti Kotha, Parts II and III	Do.	Do.
Vernacular Writing	Any Tamil or Telugu manuscript.	Small hand	One hundred pages to be exhibited. Each page to be dated and signed.
Vernacular Dictation	Copy books or slips.	Short passages	Marks will be given both for writing and spelling.
Vernacular Poetry	Any book not read in the class, equal in difficulty to the reading book in use.	The next 10 lines	The pupil must be able to recite the portion prescribed and to answer questions on the meaning and subject-matter.
Vernacular Grammar	No. 1, Sara Sengraho.	Pages 16-43 (Etymology).	The pupil must be able to make easy applications of the rules to the reading book.
Arithmetic	Tamil, Pope's, No. 1.	Pages 1-14.	The pupil's ability to answer easy miscellaneous questions will be tested, but the examination will consist chiefly in working sums in the rules named.
Do.	Telugu, Seshayah's Essentials of—	The whole.	
Geography	Malayalam, Garthwaite's Essentials of—	The whole.	
History	Canarese, Bakorena Manjeri.	Pages 1-14.	
Agriculture	Hindustani, Sell's Khulasat-ul-Qawaneen.	Indian weight, measure and money tables published by the Director of Public Instruction.	
Do.	Vernacular translation of Colenso, Part I.	The simple rules.	
Do.	Mental	Districts, chief towns, principal rivers and mountains.	
Do.	Orally from the Map of the Madras Presidency.	Introduction, and district in which the school is situated.	
Do.	Vernacular translation of a Short Account of the Madras Presidency, Madras School Book Society.	Part I. Soils.	The subject may be studied instead of History in rural schools. It is compulsory in addition to History in elementary Normal Schools and Training Schools.
Do.	Vernacular translation of the World's History, Madras School Book Society.	Chapters I-IX.	
Do.	Vernacular translation of Robertson's Agricultural Class Book.		
Needle Work	Oral and practical from the teacher.	Gathering, back-stitching, working button holes and darning on cloth.	Work to be exhibited.
Singing	Do.	Is to be taught as a somewhat regular habit or a native man's jacket.	The teaching of this subject is optional.

IN GIRLS' SCHOOLS.

The Government Inspectress of girls' schools writes:—

"Some say that the subjects of instruction laid down in standing orders are unsuitable for, and beyond the capacity of Hindu and Mahomedan girls. This does not seem to me to be the case. If girls are to receive education at all, they ought surely to know their own vernacular, the geography of their Presidency, and of India and Asia, the history of their own country, arithmetic, something of hygiene, and a good deal of needlework. These are the subjects prescribed for the first four standards, beyond which a Hindu girl scarcely ever pursues her studies. Agriculture is an optional subject, but in the girls' schools, hygiene is always substituted for it. Many of these subjects are rendered of little value by the way in which they are taught; but this is due to the lack of good teachers, not to the subjects themselves. History appears to be the greatest failure, and I think the reason is that there is no good text-book, and that most of the present teachers, cannot teach orally. Some object that too large a portion is set in each subject, especially in arithmetic. About this I cannot speak positively, as I have not taught the subjects, since the present rules came into force, but I have constantly enquired and watched, since I became Inspectress, and the impression I have gathered is that, with fairly good teaching and fairly good attendance, the portions can be thoroughly learnt within the prescribed time. Some effort is no doubt necessary on the part of both teachers and taught, but would it be desirable to place the standards so low that no effort was required to reach them? One of the most encouraging things at present is the gradual improvement in the schools. It has occurred to me to examine schools and find them unsatisfactorily below the standard, the teachers, apparently, not even knowing what was expected. When this was explained, on going back next year, I have found these same schools in a satisfactory condition, the girls doing easily what before they entirely failed to do. If the standards are seriously lowered, this impetus to improvements will be withdrawn. Arithmetic as taught to Indian girls is the subject which has the most enemies. It is contended that the standard is too high, and that arithmetic is of little use to girls. The standard might be modified somewhat, so as to include more mental arithmetic on the Indian system, and definite instruction in keeping household and bazaar accounts; and I think that the questions in vulgar fractions for the 4th standard should be really easy. The Code says they are to be easy. But beyond this, I would not lower the standard in arithmetic. I am very far from agreeing with those who think that it is of little use to Indian girls. It is, and should be, of practical use. Not a few Hindu gentlemen have said to me that it would be of the utmost importance if the daughters of the house could keep the household accounts, and enable them to dispense with the services of a paid clerk. But besides this, arithmetic is the one subject taught to Indian girls which in any degree exercises their reasoning faculties. Every other subject they may learn by rote, but to make any progress in arithmetic, they must think.

"For the middle school and higher examinations, good and simple vernacular translations of the prescribed text-books are much needed for the few candidates who pass those examinations in the vernacular. These candidates are I believe generally women studying to become teachers; and they are placed at a great disadvantage for want of these translations."

Without entirely endorsing the above views as to the standards, we would remark that we think more has been made of their difficulties than the facts warrant. One argument used against the prescription of the same standards for both boys' and girls' schools, is that it expects from girls' schools, just struggling upwards against many difficulties, as much as from boys' schools which have had a quarter of a century to consolidate and advance. As a matter of fact, the result standards are meant for, and taken advantage of by schools of a very primitive description even in the most backward localities. We do however consider that the standards may with advantage be re-considered by the light of the opinions that have been expressed in evidence; and the regulations as to attendance do undoubtedly press hardly on both boys' and girls' schools.

A capitation grant is advocated by a few, but we should consider the introduction of a standard lower than the present first the preferable mode of recognizing the labour that should be bestowed on the very little ones; and as greatly less liable to abuse than a capitation grant for the number on the roll or for mere attendance.

5. Zenana instruction, and existing agencies, other than schools, for promoting female education.

For the following interesting remarks on this branch of the subject, we are also indebted to Mrs. Brander, who, as will be seen, speaks from personal knowledge:—

"Zenana instruction has generally been carried on by Europeans and Native Christians connected with the missionary societies. In some families instruction is given in the usual school

subjects, but in most I understand that the teaching is confined to Christian religious instruction needlework and a little reading.

"A few Native gentlemen employ European ladies and Eurasian teachers unconnected with missions as governesses for their daughters. The National Indian Association has for one of its chief objects the promotion of female education. The Madras Branch of this association was established in 1875. At the present time the Patron is his Excellency the Governor, the President is Mr. Grigg, the Vice-Presidents Mrs. Carnichael and the Honorable T. Muthusami Aiyar, the Honorary Secretaries Mr. Chentsal Rau and myself, and the Honourable Treasurer the Honourable Mir Humayun Jah Bahadur.

"The chief means at present employed by this Branch of the Association for promoting female education are:—

- (1.) Social gathering of European and Indian ladies.
- (2.) Grants of scholarships to Hindu and Mahomedan school girls.
- (3.) An annual exhibition of Needlework, &c.
- (4.) Gifts of books to school libraries, and of prizes to school girls.
- (5.) Secular Home Education for Indian ladies.

"(1.) I have a small reception of Hindu ladies and school teachers and girls at my house once a month, and larger receptions are held by ladies connected with the Association from time to time at their own houses and at the museum. To these the ladies of the households of all the Madras members of the Association are invited, and many of the ladies engaged in Zenana instruction, with their pupils. Our last gathering numbered more than 70 guests, of whom about 50 were caste Hindu ladies.

"(2.) Last year scholarships were granted to two girls in the central girls' school supported by H. H. the Maharajah of Vizianagram, to induce them to study for the special upper primary examination. They both continued their studies and appeared at the examination, and one passed. Some scholarships were also given in the Hobart Muhammadan girls' school.

"This year ten scholarships are being given to girls in the five schools of H. H. the Maharajah of Vizianagram, and ten in the Hobart Muhammadan girls' school. These scholars have passed the lower primary examination, and the purpose of the scholarships is to induce them to remain in school and pass the upper primary examination.

"(3.) The Association has established an annual exhibition for the purpose of encouraging needlework, drawing, and writing among Indian women and school girls. Last year the exhibition consisted of needlework only. This year prizes have been offered for drawing and writing also. The prizes are open for competition to all Hindu and Muhammadan ladies, and to the Hindu and Muhammadan pupils of all girls' school, whether Government, aided, or unaided. The exhibition last year was very successful for a first one, and the one this year promises to be even more so.

"(4.) Gifts of English books and prizes are from time to time received from the Parent Association in London, and distributed to girls' schools here.

"(5.) The most important scheme for the promotion of female education which the Association has in hand is the establishment of secular home education.

"When Colonel Macdonald was President of the Association here, it was represented to him by some of the leading Native gentlemen, that they wished for private teaching for the ladies of their households, somewhat similar to that given by the Christian Zenana teachers, but unaccompanied by Christian religious teaching. The matter was discussed, but the conclusion seemed to be that nothing very satisfactory could be arranged without an Inspectress of girls' schools. When the appointment of an Inspectress was advocated, the desire of these Native gentlemen for secular Zenana teaching was mentioned as one of the reasons in favour of the appointment.

"Last July the Association engaged the services of two teachers, one a Hindu of the Mudaliar caste holding a 3rd Grade certificate, and the other a Native Christian with a 1st Grade certificate. Both have been trained in the Government female Normal school. Their services were at once eagerly sought for by some of the leading Hindu families in Madras: their time is now completely occupied, and as applications are constantly being received for such teachers it will be necessary for the Committee to appoint more. Grants-in-Aid of the salaries of these teachers have been sanctioned by the Government. Fees are charged in each family, varying from 8 annas to Rs. 2, and this Branch of the Association is raising a fund to supply means for extending the work.

"Apart from the National Indian Association, it is I think, desirable that Zenana teaching of all kinds should be improved and strengthened, for it is the only means by which the education of girls can be carried on after the age of 11 or 12. With this end in view, and looking to the fact that Government give nothing towards middle school education for girls, because middle schools for them scarcely exist, I have ventured to propose that Zenana work should, whenever possible, be thrown open to Government inspection and receive Government grants. This proposal has been sanctioned, subject to certain restrictions. These restrictions are, as I have already represented to the Director of Public Instruction, too stringent for the present, and I trust that they will soon be modified."

6. *Results of Departmental, University or other recognized Examinations.*—The following statement supplies most of the information required under this head:—

Return showing the results of Examinations for girls in the Madras Presidency, during the official year 1881-82.

NATURE OF EXAMINATION.	NO. OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.						NUMBER PASSED.						CREED OF PASSED SCHOLARS.		PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR OF THE EXAMINATION.	
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Others.	Government Institutions.	Aided Institutions.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Matriculation	1	1	...	2	1	2	...	1	4 ^a	1	1	...	...	2	...	2	...	10		
Standard equivalent to Matriculation (i. e., The Higher Examination for women.)	1	4	4	9	7	12	8	28	55	3	3	2	16	24	...	24	43	10		
Middle School	1	26	19	46	13	109	99	24	245 ^a	7	54	35	8	104	...	104	58	23		
Special Upper Primary	3	36	3	42	19	191	16	8	224 ^a	3	65	8	1	77	3	74	...	...		
Upper Primary	6	110	4	120	32	666	14	2	714	23	454	6	1	484	...	...	25	25		
Lower Primary	18	208	14	240	145	1,450	45	2	1,642	103	1,091	28	2	1,224	...	...	3	4		

"Note.—Four were registered, but only three examined."

These results may be briefly remarked on.

(a.) *Matriculation Examination.*—Female candidates for this examination first appeared in December 1877. The numbers then and since are shown in the following statement:—

YEAR.	Registered.	Examined.	PASSED.		
			1st Class.	2nd Class.	TOTAL.
1877-78	2	2	1	...	1
1878-79	2	2	...	...	...
1879-80	6	6	...	...	...
1880-81	9	9	1	5	6
1881-82	4	3	...	2	2
TOTAL	...	...	2	7	9

The falling off in the numbers in 1881-82 is probably due to the fact that the new higher examination for women is accepted as equivalent to the matriculation, while its requirements in mathematical subjects are considerably less.

The matriculation examination has, however, little to do with native female candidates, as will be plain from the following list of the schools sending up candidates:—

1877-78.	
Female Candidates.	
2	Bishop Cotton's School, Bangalore.
1878-79.	
2	Bishop Cotton's School, Bangalore.
1879-80.	
6	{ 4 Bishop Cotton's School, Bangalore.
	{ 1 St. George's Grammar School, Hyderabad.
	{ 1 Private study.
1880-81.	
9	{ 8 Bishop Cotton's School, Bangalore.
	{ 1 Private study.
1881-82.	
4	{ 2 Bishop Cotton's School, Bangalore.
	{ 1 Hoosur Remount Depot School.
	{ 1 Private study.

For the matriculation examination of December 1882 there are, we learn, twelve candidates, all European or Eurasian.

(b.) To the higher examination for women nine schools sent in 55 candidates, of whom 24 passed; while in the previous year 26 passed this examination out of 60 presented.

(c.) For the middle school examination there were 245 candidates from 46 schools, and 104 passed, being precisely the same number that passed in 1880-81, out of 252 candidates, of which latter number, however, 66 were from schools outside the limits of the presidency.

(d.) The special upper primary examination had, in 1881-82, 224 candidates from 42 schools; and 77 were successful; against 66 passed out of 154 presented in 1880-81.

(e.) *Upper and Lower Primary School Examinations.*—The numbers for these for the two years are as follow:—

YEAR.	UPPER.			LOWER.		
	NUMBER OF			NUMBER OF		
	Schools.	Examinees.	Passed.	Schools.	Examinees.	Passed.
1880-81	78	583	377	142	1,103	786
1881-82	120	714	484	240	1,642	1,224
Increase in the year	42	131	104	98	534	438

The increase in the number of schools sending in pupils, and in the number of pupils presented, was thus very considerable, and represents the extension of primary education during the year. That its efficiency was more than maintained is shown by the percentages of passed to examined, thus:—

	PERCENTAGE.	
	Upper.	Lower.
In 1880-81	64.6	70 (very nearly).
„ 1881-82	67.7	74.5

On the examinations for girls the Inspectress has favored us with the following remarks:—

“Some people object to the upper and lower primary and departmental examinations as tending to fix the pupils' attention on passing examinations instead of on learning for its own sake. I think that there is much truth in this objection; but instead of abolishing the examinations, I would endeavour to get teachers and pupils to regard them in their true light. A skilful teacher will so arrange the pupils' work as to prepare them for the examination, but imperceptibly to themselves. He will interest his pupils in the work itself, and keep the examination in the background, but he will have them ready for it when it comes, perhaps more ready than if their thoughts had been fixed on it.

“Another objection that is brought against examinations is that they crush all originality, and turn out scholars all of one pattern. This sounds very badly, but practically I do not think it is true, at least in the primary classes which come under my observation. The girls who come up for the primary examinations vary in character and capacity after they have passed, or failed, just as they did before, and so do the teachers and the few scholars who pass the departmental examinations.”

So far as the common talk about crushing out originality refers to originality in the pupils, we incline to think that it is largely exaggerated. Some definite standard there must be in every class, and the fact of the standard being the same in a large number of schools can make little difference to pupils who know nothing of any school except their own. At the same time, we feel that too great uniformity of standard, and excessive strictness in keeping all schools in one strictly defined line, tends dangerously to prevent any development of originality in teachers, and thus cannot but exert indirectly a baneful influence upon their pupils. Standards must be laid down, but great care needs to be taken to avoid even the appearance of any particular text-books being insisted on at any stage before the influence of the University begins to be felt.

7.—*Arrangements for the training of teachers, male and female; the relative efficiency and advantage of each class of teachers; the means taken to increase the supply of female teachers.*

In the Madras Presidency there are no special arrangements for the training of male teachers for girls' schools. Of Normal schools for the training of female teachers there are four, one a Government institution, and three aided. The

latter three had 137 pupils on the rolls on the 31st March last, while the Government school had 20.

For the last middle school examination three of these schools sent up 30 candidates, of whom exactly one-half passed, as below :—

INSTITUTION.	Number examined.	Number passed.	
		Class. i	Class. ii
Government Normal School, Madras	13	...	7
Free Church Mission School, Madras	3	...	2
Sarah Tucker Normal School, Palamcottah	14	...	6

According to the regulations, only a pass in the first class entitled a candidate to a certificate (of the second grade) so that none qualified. As the condition was found too severe it has now been modified.—(Vide Rule 25, page 21 of Appendix B), and a second class pass is accepted.

The Normal schools sending candidates to the special upper primary examination of December 1882, with the numbers from each, are as follow :—

No.	Class of Institution.	DESIGNATION.	Number appeared.	No. PASSED.	
				1st Class.	2nd Class.
1	Government	Government Female Normal School, Madras	12	...	1
3	Aided	Christian Female Normal School of the Free Church of Scotland Mission, Madras	14	2	4
		S. P. G. Female Normal School, Trichinopoly	5	1	2
		Sarah Tucker Female Training Institution, Palamcottah	20	4	10
1	Unaided	Church of England Zenana Mission Normal Class, Napier Park, Madras	3	...	...
5		TOTAL	54	7	17

As to the relative efficiency and advantage of each class of teachers but little need be said. Qualified female teachers for girls' schools are unquestionably the most desirable, and such would be the most efficient. Male teachers who take employment in girls' schools are generally of an inferior class, and the necessity for raising up a class of female teachers is fully recognized by all persons connected with girls' schools. The great difficulty heretofore has been and now is to get persons of the class required first to become pupils in Normal schools, and secondly, to become schoolmistresses. The extracts given on pages 53 and 54 of this report show that the difficulties and the ways of overcoming them are fully recognized by the educational authorities; and the matter is one in which progress must necessarily be very gradual. Nothing would be gained, while a great deal of ground might easily be lost by any attempt to overleap, at a bound, obstacles that only gradual persistent action can remove or overcome. A case in illustration may be instanced. A girl of above the average age, in a Government girls' school, passed well, and the Director of Public Instruction desired the Inspector to make the offer of a scholarship if her parents were willing that she should join the Normal School, Madras, for training. Instead of accepting the offer, the parents, so to speak, took fright; and

e girl was no more heard of as a pupil. As far as an opinion can be formed, it would be in every such case. If promising caste girls are to be trained at all, it must be in the immediate neighbourhood of their homes. Under this condition, training might, in a few cases, but in a few only, be given. The greater difficulty of how to arrange for the working of girls so trained as teachers would still remain, and this difficulty we cannot pretend to offer any solution of.

The plan adopted by the Free Church of Scotland Mission in a few cases of employing a man and his wife in a boys' and a girls' school respectively, has, we believe, been successful; but these teachers have, in every case, been Christians. The cross-examination by the President of one of our witnesses, herself connected now and for many years as an unpaid worker in the same mission girls' schools, of which her husband is the manager, there were the following question and answer :—

"Q. 1.—Permit me to describe the system adopted in the Central Provinces, of training as teachers wives of schoolmasters and then setting up the young couple in a place where both a boys' and girls' school are required. Do you think such a system could be worked in this Presidency?"

"A. 1.—I hardly think so. Native women who are of the rank of schoolmasters' wives would not be professionally employed in any way, unless they were very poor."

The only school established for the training of Hindu caste female teachers as so far proved a failure in that particular. Eurasian and Native Christians furnish material, and the only practical plan for the present providing of female teachers appears to lie in the training of young women of these two classes.

8. *Income and expenditure from all sources.*—This is given in full in return to III appended to this Report. The following statement contains the chief items for the last two years.

girls examined as pupils in Government schools. There would seem no good reason why, as well as being *tenable* in any school, they should not be *awarded* to girls in any school. This concession would necessitate the increase of the number; but as the expenditure incurred would be likely to give some considerable impetus to the more advanced education of girls, and tend to keep them longer at school, it would, we think, be expenditure well incurred.

SECTION F.

The supply and distribution of Text-books.

For the supply and distribution of text-books a Central Book Depot and nineteen district depôts were organised by the Education Department many years ago. The maintenance of the depôts is no longer considered necessary, and we understand that orders have been issued for the abolition of all the district ones at once, and for the closing of the central depôt at an early date. Under these circumstances no detailed account of the organisation seems necessary.

Regarding translation and publication we quote from the last report of the Director of Public Instruction:—

“The Tamil Translator attached to the Book Department died after a valuable service of about twenty-five years. The vacancy caused has not been filled, as what is now wanted is not a Tamil Translator, but translators in a variety of languages. The amount of salary assigned to the Tamil Translator has been reserved under the sanction of Government for distribution from time to time to such persons as may be nominated to translate, revise or edit the minor books of the department.

“Dr. Bradshaw completed the Anglo-Tamil Fifth Reader during the year. Thus of the new series of Readers the Sixth Reader alone is not as yet finished. Different Vernacular versions of the other Readers were also issued, viz:—

Anglo-Tamil Third Reader.	First Reader, Part II, Tamil.
Do. Fourth Reader.	Cunningham's Sanitary Primer, Tamil.
Do. Fifth Reader.	Grant-in-Aid Code, Tamil.
Anglo-Telugu First Reader.	Cunningham's Sanitary Primer, Telugu.
Anglo-Hindustani First Reader.	Grant-in-Aid Code, Telugu.
Do. Third Reader.	Colenso's Arithmetic, Part II, Hindustani.
Anglo-Malayalam Third Reader.	

“The other eighteen books printed during the year were revised editions and mere reprints of books already in use.

The following works were in course of publication at the close of the year:—

Anglo-Tamil Second Reader.	Sanitary Primer, Malayalam.
Anglo-Telugu Third Reader.	Smiles' Self-Help, Tamil.
Do. Fourth Reader.	Grant-in-Aid Code, Malayalam.
Anglo-Malayalam Fourth Reader.	Do. Canarese.
Tamil Fourth Reader.	Do. Hindustani.
Agricultural Class Book, Tamil.	

“There were under preparation during the year the following books which, it is to be hoped, will be sent to press during the current year:—

Sixth Reader in English.	Agricultural Class Book, Malayalam.
Anglo-Telugu Second Reader.	Do. do. Canarese.
Anglo-Hindustani Second Reader.	Do. do. Hindustani.
Anglo-Canarese Third Reader.	Do. do. Uriya.
Do. Fourth Reader.	Sanitary Primer, Canarese.
Anglo-Hindustani Fourth Reader.	Do. Hindustani.
Tamil Third Reader.	Do. Uriya.
Telugu Second Reader.	History of India, English.
Agricultural Class Book, Telugu.	

"It may be mentioned in this connexion that the Book Committee appointed by Government proposed, in their report, that the English and Vernacular books noted below should be prepared, but they have not been as yet taken in hand.

- (a.) An English Grammar for the third class, written mainly in the Vernacular and specially adapted for Native boys.
- (b.) A Grammar in English for the higher classes.
- (c.) Three new Telugu Grammars properly graduated to supersede those in use.
- (d.) A new and revised edition of Colenso's Arithmetic in Tamil and Telugu, adopting the improvements of modern text-books in Arithmetic.
- (e.) A School Dictionary in Telugu.

Besides the Government department there are two valuable agencies in Madras for supplying school books, namely, the Madras School Book and Vernacular Literature Society and the Christian Vernacular Education Society. The publications of the latter society are, as may be inferred, written with a special end in view, and they are largely used in mission schools. Many of the Society's school books are decidedly good, and the following quotation from the last report of the Madras Branch will show that they will not be allowed to fall behind the times:—

"Revision of Old Series of English Reading Books.—The Society has at present two series of English Reading Books. One was compiled in 1867; the other in 1877. It is proposed to revise the former after a careful examination of the best school books which have been published in India, Britain and the United States during the last few years."

The work of the Madras School Book Society was thus described by the late Director of Public Instruction in one of his Reports:—

"The Uttara Rama Charitra in Tamil and the Malavika Agnimitra in Telugu have been added to the Society's Series of Tales from the Sanskrit classics, on the model of Lamb's Tales from Shakespeare. The three Tamil stories of Hamlet, Macbeth, and the Merchant of Venice having met with a fair measure of success, arrangements have been made for translating the whole of Lamb's Tales from Shakespeare. The Merchant of Venice and Macbeth have also been published in Telugu. A Tamil version of Geikie's Physical Geography has appeared, but has not met with much success, and owing to this circumstance, and to the difficulty of finding suitable vernacular equivalents for scientific terms, the Society have for the present relinquished their intention of proceeding with a series of vernacular science primers. The Society's Short Account of the Madras Presidency is much used in results schools; to meet the wants of these schools this little work has been republished in parts, each containing one district, with a prefatory sketch of the geography of the whole Presidency. Formerly this book cost 4 annas, which was half the grant, which could be earned for passing in Geography. In its present form a boy can buy all that he requires for 4 pies or 6 pies. The Tamil version of Morris's History of India has been revised, and is to be published in two parts. The Telugu version, which is written in such a pedantic style as to be almost unintelligible in the classes for which it is intended, is undergoing a thorough revision. There is great want of suitable books for little girls, and as a beginning the Committee have decided on having portions of Old Deccan Days translated both into Tamil and Telugu. A good Telugu Dictionary for the use of students being a desideratum, the Committee have agreed to pay Rupees 3,000 for a manuscript dictionary, compiled by Setarama Charlu Garu, Telugu Pandit of the Government Normal School, and the work is now going through the press. The publication of this work will necessarily be a heavy drain on the resources of the Society. Such profits as the Society makes are derived from reprints of school books, many of which are likely to be superseded. The number of such reprints during the year was 60,000 copies against 51,000 during the previous year. Besides reprints of school books, interesting articles from the Janavinodini are reprinted and sold in the form of tracts at prices ranging from 1 pie to 3 pies. Upwards of 8,000 of these little tracts were sold during the year."

This does not name the most recent publications of the Society, but it sufficiently indicates the general character of its work.

SECTION G.

Provision for Physical and Moral Training.

This section may appropriately begin with the following quotation from 'Standing Orders for Government schools':—

"Physical training.—The system of physical training which should be pursued in all schools is that described in MacLaren's Physical Education. The instructors now employed are generally acquainted only with the native system, but they can be taught the English system, and it is the duty of the head-master to see that this is done by degrees. The more advanced portions of the course need not be attempted at present. One hour a week taken from school work is all that is required in the way of actual teaching, but the pupils will be at liberty

to practise as much as they like out of school-hours under the supervision of the gymnastic instructor, who will be required to attend five hours daily. Of these, two will be school-hours, during which each class, or division of a class, will come under instruction in turn. As, however, all the boys of each school class, will not be able to undergo the same gymnastic instruction, each class or division should ordinarily be sent in two successive batches, one consisting of the older and stronger boys, and the other of the younger and weaker ones. The gymnastic instructor will also attend one hour before school and two hours after school, for the purpose of superintending the gymnastic exercises during the hours of play. In every school in which a gymnasium is established, it should be compulsory on every boy to go through the course, and his physical development should be recorded once a year in the gymnastic register. The following apparatus will generally be sufficient:—One horizontal bar; three pairs of parallel bars; Trapezium with one hanging bar, two rings and two perpendicular poles; one vaulting horse; one inclined ladder; one inclined pole; one inclined plank; six pairs of stilts; six pairs of Indian clubs. No building or shed is necessary, but the apparatus should, if possible, be so placed as to be in the shade of a building or of a tree at the time when it is most used. Hindu boys if left to themselves, take but little interest in running, swimming, leaping, and athletic games. The masters should foster as much as possible a taste for manly exercises. A good deal may be done in this direction with little or no expenditure, but if cricket and football are got up, the cost must be met by the pupils or by local subscriptions, as public funds are not allotted for such purposes.

"Moral Training.—Government schools being conducted on the principle of religious neutrality, no creed is taught in them, but the great truths of natural religion and morality are common to all mankind. The reading books contain lessons on benevolence, justice, truth, purity, and order, and they inculcate the existence of a Supreme Being, who reveals his power and goodness in the works of creation. Both English and Oriental literature teem with noble sentiments. History is full of heroic deeds. It is also full of great crimes and should "be constantly used to exercise the moral judgment of the young, to call forth sympathy with the fortunes of the human race, and to expose to indignation and abhorrence that selfish ambition, that passion for dominion, which has so long deluged the world with blood and woe." Every teacher will take advantage of suitable opportunities for cultivating the moral sense of the pupils entrusted to his charge, but it must be remembered that example is more efficacious than precept, and that the tone of a school will largely depend on the personal character and conduct of the masters, and especially of the head-master. Scarcely a year passes without some cases of copying in connection with examinations being reported, and some schools have acquired an unenviable notoriety in this matter. In some instances it has been proved that the masters have connived at these practices, and in other instances their complicity has been suspected. It is needless to dwell on the injurious effect of such evil influences in any school. It is, however, mainly in the play-ground and in the home circle that the character is formed and moral precepts are reduced to practice. By mixing occasionally with the pupils in their sports and out-door exercises, the teachers will find opportunities of discountenancing quarrelling, bullying, the use of bad language, cruelty to animals, and other vicious practices, but no attempt should be made to learn what goes on out of school by encouraging the practice of tale-telling. Complaints are sometimes made that the system of education now in vogue has an unfavourable effect on the manners of the pupils, and that they are apt to be wanting in politeness and respect to their elders and superiors. It will be the duty of the teachers to check any exhibition of this spirit, but, on the other hand, they should not encourage any return to the cringing servility, which sometimes characterised the old school.

"Schools in large towns are often attended by pupils who come from a distance and have no relations or friends to receive them. Lodging-houses should, if possible, be established for the reception of such pupils, under the care of the masters or of other respectable persons. In these lodgings the pupils would live more comfortably and cheaply than in stray lodgings; they would work with less interruption and be less exposed to temptation. The precise nature of the arrangements to be made must depend on local circumstances."

Colonel Macdonald, who drew up the 'Standing Orders,' introduced gymnastics into Government schools, and his successor has vigorously carried out the same policy. Also, during the last two years, great progress has been made in providing more systematically and generally for physical training. The movement originated with a Committee that established the People's Park Gymnasium, by the aid of a liberal grant from Government. From various causes, however, the movement languished till it was taken up by the present Director of Public Instruction; and an association termed the "Madras Physical Training and Field Games Association" was formed.

The following extracts from a Report issued by the Association will show the nature and scope of its operations:—

"The association was first suggested by Mr. H. B. Grigg, C.S., at a meeting of the Executive Committee of the People's Park Gymnasium, when it was resolved that Mr. Grigg's suggestions should be publicly circulated; that a public meeting should be called to consider the scheme; and, if practicable to start an association having for its object the general encouragement of gymnastics and manly games, and into which the then Executive Committee might be merged."

"The proposed public meeting, which was held at the office of the Director of Public Instruction on Thursday, the 17th February, with the Chief Justice, Sir Charles Turner, C.S.I., in the chair,—was a large, influential, and thoroughly representative one, and it was unanimously resolved to start the association.

"A general code of rules was drawn up, and approved and passed at a general meeting of the members of the association held at the end of April, and a little later on a circular letter was sent out, but it met with only partial response owing to a misconception on the part of many that the association's operations were to be directed mainly for the benefit of the presidency town.

"The gymnasium in the People's Park was taken over by the Committee, but for some time great difficulty was experienced in obtaining the services of competent instructors, and it was not till December 1881 that a thoroughly competent instructor was found.

"In the meanwhile, however, the formation of gymnasia in schools occupied the Committee's attention. Plans, with specifications and estimates of the most suitable apparatus for schools, were drawn up, and lithographed copies supplied gratis to all applicants, a number being distributed through the Director of Public Instruction to the several Inspectors of Schools and the heads of Mufassal colleges.

"The association undertakes the supervision of the construction in Madras of the instruments as planned, and their conveyance to destination by rail.

"As soon as the services of an instructor were secured, arrangements were made to establish classes at the gymnasium. At the same time a paid Superintendent was appointed and a large number of young men—Europeans, Eurasians, and Natives—came forward for instruction.

"At the end of January the Committee empowered the Director of Public Instruction to establish a Normal class in connection with the gymnasium. The class consists of from twelve to twenty men temporarily withdrawn from schools at various mufassal stations where they are employed as instructors. Such men are to go through a regular course of training free of charge, and return to their regular duties on completion of their training.

"Recently the operations of the association have been considerably extended, several mufassal stations having been supplied with gymnastic apparatus. Nine thoroughly qualified and certificated instructors have been sent out, and four other instructors (not certificated) also.

"The number of young men attending the classes in January 1882 was 135, 82 Europeans and Eurasians, and 53 Natives; the number on the 15th March 1882 was 216, 139 Europeans and Eurasians, 71 Hindus, and 6 Muhammadans.

"*Objects of the Association.*—The object of the association shall be to promote gymnastic and other physical training and a love for field games among the youth of the Madras Presidency, by—

- (a) The establishment of a completely equipped gymnasium at the People's Park, Madras.
- (b) Establishing grounds for lawn-tennis, badminton, quoits, bowls, &c., near the gymnasium in the People's Park, and promoting such games in the mufassal (including Native States).
- (c) The employment of trained instructors in gymnastic and athletic arts, to give instruction in schools.
- (d) Aiding the formation of gymnasia in Madras and in the mufassal (including Native States).
- (e) Forming a Normal class for the training of gymnastic teachers for schools; providing stipends for such students and granting certificates on the completion of the course.
- (f) Establishing cricket clubs in Madras and in the mufassal (including Native States).
- (g) Instituting exhibition days for public competition in gymnastics and field games at regular intervals, and granting prizes to successful competitors.
- (h) Granting certificates of proficiency in gymnastics to successful pupils of the gymnasium.
- (i) Forming a depot in Madras for the supply of gymnastic apparatus and materiel for games at cost price."

As regards moral training we must restrict ourselves to allowing the representatives of the chief Government and the chief aided institution to express their views:—

Dr. Duncan writes—

"The allegations that Government institutions are forbidden to cultivate the religious nature of the young, and that, as a consequence, they cannot and do not develop the moral nature, I look upon as misleading and mischievous. To shew that the latter allegation is untrue, I have to appeal to the *Standing Orders* of the Educational Department of this Presidency, which are binding on almost all Government schools. In the *Standing Orders* moral training is distinctly laid down as a matter demanding the earnest attention of the teacher. Now, putting aside the supposition that this subject has been introduced by the Director merely for the purpose of making a show of virtue which the Government system does not, and cannot, possess, there remain two alternative hypotheses: either that the teachers willfully treat this provision of the *Standing Orders* as a dead letter, or that there are difficulties in the way of carrying it out in a Government school which do not exist in a mission or aided school. The former alternative, though not unfrequently thrust in a sneering way in the face of the officers of the Department, does not deserve a moment's serious consideration. The latter alternative, being the one adopted by many highly estimable people, Native as well as European, it is worthy of careful enquiry. The obstacle which is supposed to stand in the way of moral training in Government schools is the absence of religious teaching. That the educational officers of the State

should be debarred from teaching religion appears a sufficiently bad state of affairs; but that they should, as a consequence, be prevented from inculcating the truths of morality, if not worse in the abstract, appears to be more dangerous on account of the important practical consequences; for this latter disability, if it did exist, would imperil the whole fabric of society; and in that light it is viewed with grave anxiety by many thoughtful Natives of this country, Hindus and Muhammadans alike. To relieve such anxiety I repeat, firstly, that the aspect of religion which bears upon morality is no more excluded from Government schools and colleges than from any other; and, secondly, even if religion were excluded, opportunity and scope would still remain for the teacher to develop the moral character of his pupils. Nobody worth listening to will now-a-days contend that the fundamental principles of ethics rest on the theological dogmas peculiar to any particular sect. The best moralists of all ages and creeds have held that morality does not rest on any dogmatic theological basis whatever. So that, in being debarred from inculcating any theological creed, Government educational officers are merely prevented from teaching something which is not essential to morality. There is nothing in the constitution of Government colleges and schools to hinder the teacher from fostering the growth of genuine religious feeling in his pupils, and nothing, therefore, to prevent his appealing to those religious feelings as one of the sanctions of moral conduct.

"In abstaining from teaching any or all of the creeds professed by the pupils in its colleges and schools, Government has not laid an embargo on teachers preventing them from calling forth and moulding the religious feelings of their pupils, and developing them into operative principles of character and conduct. The body of intellectual conceptions and judgments which we call a theological creed has, doubtless, an important function in serving as a sort of frame-work for the religious life, but it is not that life itself. And I have yet to learn that any Government, when driven by the logic of facts to abandon all attempts to inculcate a theological creed, has thereby forfeited the privilege and the power of fostering, through the teachers in its schools, the genuine religious life and character of the rising generation. Whether this noble work is performed or neglected depends, I earnestly maintain, not on the school being a Government, or a missionary, or a native institution; but solely and entirely on the personal character of the teachers. 'As many men as many minds,' though true of theological tenets, is not true of the religious feelings; and the teacher, in tending and nurturing the Catholic religious feelings of his pupils, must, (until that time comes when all men shall see eye to eye) allow them to set their religious emotions in the intellectual frame-work which birth and circumstances, or conviction, have led them to adopt.

"To me it is clear that the really valuable and vital part of religion is no more excluded from Government schools and colleges than it is from aided missionary colleges. This is borne out, as I have already said, by the character of the men educated in the State colleges. By their fruits ye shall know them. I would not have the least hesitation in submitting the work of the Government colleges during the last 20 or 30 years to this scriptural test."

Mr. Miller makes the following remarks in his account of the Madras Christian College:—

"Since its foundation forty-five years ago, moral training has been the special aim of this institution. That training has proceeded on what is in my opinion its only solid basis, viz., religious instruction. Four hours a week is the time devoted to this subject in all classes of the college, and the attempt is made to regulate practice and opinion in all other portions of the day by what is taught in these hours. I will not attempt to estimate the effect which such teaching and its exemplification have produced. I may, however, express my opinion that the success of the college in all respects is largely due to the hold that the moral instruction given takes upon the students. The popularity of the college and the attachment which its students feel for it are matters of notoriety through Southern India.

"The position which it thus holds is certainly not due to any great success in examinations, for, while always respectable in that point of view, its success has never been very brilliant. I am not able, for my own part, to account for the hold which the college has taken on the public mind, or for the large measure of success it has enjoyed in the midst of its numerous difficulties and disadvantages, without supposing that the value of moral instruction and of the thought that accompanies it, are to a considerable extent appreciated by its *alumni*. No complaint has ever reached me of the four best hours of the students' week being devoted to subjects which count for nothing in University examinations. It seems to me that this college is not less popular than it would be if its main effort were to push students through these examinations. To those who know that moral training is as much needed as intellectual training, and far more productive of permanent result, these facts must be extremely encouraging."

Mr. Miller also "recommends that a text-book on the duties of a man and a citizen be prepared, and that a certain number of hours a week be devoted to the study of it in every high school and college directly managed by the Educational Department. Even when all Government schools and colleges are removed the usefulness of this text-book will remain. It will certainly be employed in many, if not in most, of the locally managed institutions that may take their place.

"The immense difficulty of drawing up such a text-book is not denied, but the need of it is very great. And, even if extremely defective, it would still be useful. I believe every earnest-minded man will hold that the study of any system of morality, even though based on principles most contrary to his own is better than the study of none at all. The most defective, I would venture to add even the most *erroneous*, statement of duties does at least raise questions which it does good to men

to think of. To pass over this side of things entirely must tend powerfully to leave the impression that it is wholly unimportant, and that intellectual ability and the personal advantage that accrues from it are the only things worth caring for in the world."

That the managers of purely Native institutions are aware of the importance of moral training appears from the following words in the Address of Pachappa's Trustees to the Commission :—

"The large number of young faces that you see here to-day is, no doubt, partly the result of the educational advantages enjoyed in these schools; but in these days of intense competition, when a school door is open at almost every corner of Madras, this will only afford a very partial explanation of the fact. We believe that the excellent tone and the principles of natural religion and morality inculcated in connection with the study of English and Indian literature—the healthy moral atmosphere that has from the beginning pervaded all departments of these institutions—is more than anything else that to which they have owed so great and lasting a success."

SECTION H.

Grants-in-Aid.

1. Different systems, and their relative advantages.
2. Rules of administering each system.
3. The amount of the grants payable in institutions of each class, with reference to their sufficiency, especially in the case of girls' schools.

In this presidency grants-in-aid are given under three systems :—

- (a) By means of grants-in-aid of salaries.
- (b) By payments for results obtained at the annual inspection.
- (c) By a combination of these two systems.

The complete rules under which aid under the first two systems is granted are given in Appendix B to this Report. No code of rules regulating aid on the combined system has, as yet, been adopted by Government.

THE SALARY GRANT SYSTEM mainly concerns the larger institutions under superior management; in fact, as the Director remarks, to the proper working of this system efficient and trustworthy management is essential. The following summary of its regulations is taken from his report :—

"(a) The management must consist of one or more persons who must undertake to supervise and to be answerable for the permanence of the school for a given time.

"(b) The managers must agree to submit their school to inspection in all matters concerning secular instruction and general management; fees at prescribed rates must be levied; the percentage of fee scholars is limited; a suitable building must be provided; the average attendance must not fall below 20; teachers must devote four hours a day to secular instruction.

"(c) Grants above Rs. 10 are sanctioned by the Director; below Rs. 10 by the Inspector. Teachers may have leave on half-pay for six months without sanction of Government, and with their sanction for longer periods, salary grants are paid monthly.

"(d) Grants vary first according to general standard of educational qualification of the teacher, and each general standard according to (1) whether a teacher has been trained in a Normal school; (2) passed the prescribed examination in method and teaching; (3) passed the general standard test of the grade. For male teachers there are five grades, for female three grades.

"For male teachers the general education test for the first grade is the degree in arts in an Indian University; for the second grade the first examination in arts in the same institutions; for the third grade the entrance examination to the same institutions; for the fourth grade a pass in the middle school examination, and for the fifth grade the special upper primary examination (vide Appendix B, page 11).

"For female teachers the general standards are—in the first grade the matriculation examination, or the higher examination for women (for the details of which test see page 10, Appendix B). For the second grade, the middle school examination; and, for the third, the special upper primary examination.

"The tests in school management are given on page 12 of Appendix B.

"Teachers, male or female, educated in Europe or America, are graded according to circumstances by the Director of Public Instruction.

"Salary grants for male teachers are ordinarily calculated according to the following maximum scale of salary.—

	Rs.		Rs.
First Grade	240	Third Grade	60
Second Grade	120	Fourth Grade	30
	Fifth Grade		Rs. 15

but with the sanction of Government, as regards the first grade, a higher salary may be given.

"The holders of certificates of the general education test are entitled to grants of one-fifth of the total salary received within the above limits; the holders of ordinary certificates, i.e., certificates of having passed in method and teaching, and of having been employed for two years as teachers, to grants of one-fourth of total salary; and holders of normal certificates to grants of one-third of total salary.

"For female teachers the rates are more liberal. For the first grade the maximum salary contemplated is Rs. 120, for the second grade Rs. 60, for the third grade Rs. 30; whilst teachers who have passed the general education test are entitled to a third of the total salary within the above limits, and holders of ordinary or of normal certificates to one-half. In the case of poor schools and schools for Muhammadans, and of Pundits, special relaxations of the above rates are permissible.

"Provision is also made for additional grants to masters qualified to teach natural science, agriculture, or drawing, in addition to ordinary subjects.

"Grants-in-aid of the salaries of instructors in Industrial Schools and Gymnasias are also allowable on the analogy of the above rules.

"THE RESULTS SYSTEM, which is the system under which the general elementary education of the people is being fostered, is briefly as follows:—The manager, who is ordinarily the master, has to apply for the examination of certain pupils under certain standards, within a specified date, to the president of the municipality or local fund board within whose limits the school is. The president refers the application to the Deputy Inspector, who sends it after enquiry to the Inspector, who furnishes a list of all applications received to the president with his recommendation. The president finally settles what schools are to be examined, and the standards under which pupils may be examined, within the standards, i.e., the first, second, and third standards—the grants for which are payable from local or municipal funds. Such portions of the lists as relate to the higher standards, i.e., standards 4, 5, 6 and 7, grants for which are payable from provincial funds, are forwarded by the president to the Director of Public Instruction for decision with his recommendation. The lists, when sanctioned, are published in the District Gazettes, together with the date fixed for the examination of each school.

"Selection of Schools.—In selecting schools eligible and fixing standards, the funds available and the educational wants of the neighbourhood are to be taken into consideration. An appeal lies to Government against any order refusing to admit a school for examination.

"Conditions of Aid.—The conditions of aid are briefly—the school must not be above the high school standard; all departments must be aided on the same system; preference is to be given to schools in which fees are levied; the prescribed returns and statements must be furnished; registers of admission, attendance, and fee collections must be kept.

"Examinations.—For the subjects of examination see page 13, &c., Appendix B. To be eligible for examination a pupil must have attended the school for not less than three hours a day for at least 30 days (or on the Nilgiri 75) during the six working months preceding the examination; to be examined for a standard the pupil must have been studying within the standard for this period; to pass under a standard 50 per cent. of the marks assigned must be obtained, but if 40 per cent. is secured the deficiency may be made good from excess under some other head; a pupil cannot be presented again for examination under any of the four lower standards if he has already obtained a grant under the particular standard, but for the fifth and sixth standards he may be presented as often as necessary, but he cannot obtain a second time a grant for the same subject; the grant may be withheld for falsification, irregularity, &c. Immediately after the examination the examining officer must grant to the manager a memorandum, in cheque form, certifying the amount of grant earned and the particulars; the memorandum, when endorsed by the manager, may, if the grant is payable from local funds, be cashed at the nearest treasury, or if from provincial funds similarly after being countersigned by the Inspector of the division.

"Grants.—For the rates of grants see pages 7 and 8 of Appendix B. Grants earned under the first, second, and third standards are payable from local or from municipal funds; under the higher standards from provincial funds. All grants obtained by girls are debitable to provincial funds. In the town of Madras only grants under the first, second, and third standards obtained in poor schools are debitable to municipal funds.

"A pupil cannot receive a grant under standards 1 and 2, unless he or she passes in at least two of the three heads, reading, writing, and arithmetic; for the third and fourth standards a pupil must pass in three heads, two of which must be reading, writing, or arithmetic; under the fifth and sixth standards a pupil may obtain a grant under one only of the four heads. The test for the seventh standard is the middle school examination, a pass in which entitles to the whole grant of Rs. 25.

"THE COMBINED SYSTEM.—Implies the receipt of aid in a double form, firstly, by a fixed stipend to the teacher, and, secondly, by giving him, in addition, the results grants earned by the school or a

certain portion thereof. This system is adopted in some municipal and local fund schools proper, as well as in certain schools aided by these bodies; but, as a code has not yet been formally approved by Government, no private school proper receives aid from provincial funds on this system, though local fund and municipal schools proper, or *quasi*-private schools, are aided in the higher standards from provincial funds. In regard to local fund and municipal schools proper, *i.e.*, schools maintained by local fund boards and municipalities, they retaining the fees and being responsible for all charges, the system simply implies that the board remunerate their teachers partly by fixed stipends and partly according to the results obtained by them in the course of a year's teaching. Thus, the services of a teacher may be considered worth Rs. 20 a month, or Rs. 240 a year, *i.e.*, he is estimated as being able to earn a results grant equal to this amount if he taught a strong class. Instead of paying him Rs. 20 monthly, or allowing him to work in hopes of receiving an equivalent grant, the board give him a stipend of Rs. 10 monthly and a moiety of the grant earned by his class under the results system at the end of the year. This is the theory, but the practice varies greatly in different parts of the country. In some places a very small fixed stipend is given and three-fourths of the total grant earned, in others a larger fixed stipend and only one-fourth of the results grant earned. Arrangements are also made in larger schools worked on this system, by which the head teacher receives a small percentage of the grant earned by the teachers of the several classes.

"In schools of a *quasi*-private character aided by local boards or municipalities on this system, the head teacher or sole teacher is regarded as the manager. He is allowed to retain the fees, and must supply all apparatus, books, &c. He receives a fixed monthly stipend, which is ordinarily rather less than one-twelfth of the maximum grant he would be likely to earn for one year's work. If the results grant exceeds the total of monthly stipends in one year the balance is paid to him, if it is less he is liable to have the deficiency deducted from the following year's earnings and his fixed stipend reduced. Here, too, the practice differs greatly in different districts."

Different Systems.—On the relative suitability of these systems to elementary education, the Director remarks as follows:—

"The salary grant system demands responsible and trustworthy management; otherwise it demoralises the teachers and involves waste of public funds.

"The results system seems, on the whole, best suited to very elementary indigenous schools, which are gradually passing into the circle of schools permanently "under inspection," and also to large mission and poor schools in which the managers are unable to levy fees regularly, or to secure regular attendance, or to supply certificated or trained teachers—the rules containing no provisions, as in the English Code, regarding the qualification of teachers,—or institutions in which the managers desire as little as possible of State interference.

"The combined system, though at present tending to be more expensive than results schools proper, is the best system which has been devised for rendering improved indigenous and other pyal schools permanent institutions in the rural tracts, for inducing teachers of such schools to endeavour to qualify themselves for the elementary teachers' test, and for giving the village teacher an authoritative and independent position in the community among whom he is working. The system has not as yet been fixed by Government, as it was thought that further experience should be gained of its working in the different districts which have adopted it. But the time seems now approaching when a code may be formulated with advantage and brought into operation in some parts of the presidency."

With regard to the applicability of the different systems. We hold, decidedly, that the only one of them applicable to colleges is the salary grant system. Reasons, not without weight, are urged against the result system as applied to primary schools. When urged against its applicability to colleges, these reasons become, in our opinion, unanswerable.

"According to the rules, a college may draw as a grant-in-aid one-third of its expenditure on professors and masters; and somewhat more if advantage be taken of the regulations providing for instruction in physical science, biology, and other special subjects. Provided liberal grants are given for buildings and furniture, and also for apparatus, libraries and other appliances which are indispensable in a well-equipped college (and for some of these the present code makes adequate provision) we do not think it necessary that this scale of salary-grant should be increased in ordinary cases. On the other hand, it certainly cannot be reduced. It must be taken as an axiom that anything like efficient collegiate instruction cannot be made anything like self-supporting. Those who make vague assertions that it can—and there are such—speak without knowledge. Aided colleges are not worked at an extravagant cost, but in no one of them do the fees cover more than one-third of the outlay. One of our witnesses, the Secretary of the Church Mission Society, expressed the opinion that the fees in these institutions might be so far raised as to meet 40 per cent. of the cost. Assuming that this could be done, there would still remain 60 per cent. to be made up by the managers; and

one-half of this does not seem more than a necessary and a reasonable contribution to the higher-aided education on the part of the State.

Secondary education, in high schools at least in advanced localities, has now reached a stage that renders it more or less nearly self-supporting. What aid is still required is, we think, best given on the salary-grant system, and the present rules are sufficiently liberal.

Middle schools generally may properly be brought under the result system, and the present standards and rates of grant seem well suited.

Primary schools are likely to be more efficient under the result than under the salary-grant system; as well as more economical—at least more is secured for the money expended.

The combined system is probably the best for schools maintained by local fund boards and municipalities. We, however, feel constrained to question whether the funds which such bodies can devote to education would not secure very much greater results if spent in aiding independent schools than they can do when spent in maintaining *quasi*-Government institutions. Elementary Normal schools we would except, as such are not likely to be started and maintained by any private agency. Mission bodies have established a very small number, but the great majority of those now in existence are supported by local fund boards; and a considerable proportion of the funds of those bodies could hardly be spent to better purpose than in the raising-up of a class of teachers qualified to place the elementary education of the country on a more efficient footing. Having prepared such a body of teachers, the board's expenditure on primary education will be spent most economically in aiding them, either on the purely result or on the combined system.

The rules regulating grants to girls' schools would be sufficiently liberal could they be generally taken full advantage of. The salary-grant rules, for example, sanction a one-half grant for a mistress, the holder of a Normal or of an ordinary certificate; while for male teachers a Normal certificate carries a one-third, and an ordinary certificate a one-fourth grant: the distinction in favour of female teachers is therefore, in our judgment, sufficiently marked; but, unfortunately, the number of female teachers holding these certificates is so insignificant that very few managers can employ such; the rules are, therefore, to a great extent, a dead letter. Some managers consequently propose that the larger proportion now sanctioned for female teachers only should be given to male teachers in girls' schools as a means of meeting the difficulty. Writing in a different connection, the Director of Public Instruction states a strong argument against this in the following words:—"I am persuaded that, if any rapid advance is to be made in female education in the country, it must be in great measure through Government agency; first, by the establishment of numerous Government schools, and, secondly, by providing adequately for the education of mistresses. It is true that, at present, the feeling of the country is largely in favour of senior male teachers, but if this prejudice is to be yielded to, it will also involve the confinement of female education to children of tender age only, while it is most desirable that girls should be encouraged to continue their studies when adolescent."—The best way of meeting the difficulty would probably be by compromise, extending the more liberal rules to male teachers in girls' schools for some definite period—perhaps eight or ten years—five would, we think, be too short a period.

Managers of girls' schools are unanimous in considering conductresses to be necessary, in which opinion we concur, and we would recommend that half grants, to a maximum salary of rupees six, for this class of servants, be re-introduced. We also think that, in the present backward state of female education, grants for prizes, and for materials for work should be given.

Among the witnesses who have spoken from their experience as managers of girls' schools aided on the system of payment by results, no one has expressed the opinion that the rates for girls—75 per cent. above those for boys—are not suffi-

ciently liberal. Many, however, consider the standards and other requirements especially as regards attendance, and the withholding of all grant for an individual pupil who fails to pass in two subjects under the first and second standards, and in three, under the third and fourth, as needing modification. It would, moreover, appear from the evidence of more than one of our witnesses that some among the examining officers take on themselves practically to lower the standards in their examinations. Mr. Harcourt says—"The tests are so severe for village boys and girls that the (Deputy) Inspectors are obliged to be lenient in their examination, or most of the primary schools would be shut up not gaining sufficient grants." Mr. Stevenson says: "I think that sometimes the examiners do not examine quite up to the standard laid down." There would thus seem sufficient *prima facie* grounds for a re-consideration of the standards and rules, with special reference to their suitability to girls' schools in the present state of female education.

SECTION I.

Inspection and Control.

1. *Nature of the Agency.*—(a) The Department of Education in this presidency is organised, as in other provinces, with one Director, 6 Inspectors, one Inspectress, with one Deputy Inspectress, and 47 Deputy Inspectors. There is also a class of officers termed 'Inspecting Schoolmasters' whose functions are, however, rather those of assisting village teachers in their work than in inspecting, and their designation is misleading: they would be more correctly described as "Itinerating circle-schoolmasters."

(b) No Government officers other than Inspectors and Deputy Inspectors of Schools have it as part of their duty to inspect schools.

(c) The only bodies that can be termed school committees are local fund boards and municipalities. These manage the schools that they maintain, but they do not inspect or report on them.

(d) *Other Agencies.*—There are none.

2. *Character of the Inspection; with special reference to (a) average area, and number of schools assigned to each inspecting educational officer of the Department, together with the average number of scholars; (b) average duration and extent of the annual tour of each class of inspecting educational officers; (c) Code or rules for guidance of inspecting officers, whether departmental or extra-departmental, with special reference to the method of conducting examinations.*

(a.) The Director of Public Instruction has favoured us with the following statement shewing the average area, schools, &c., under the charge of each Inspecting officer:—

OFFICERS.	Average Area in square Miles.	Average No. of Schools.	Average No. of Scholars.	Average Duration of the Annual Tour.	Average Extent of the Annual Tour.	REMARKS.
Inspectors of Schools (6)	23,198	229	8,023	Days. 192	Miles. 2,405	The particulars regarding the Inspectress and Deputy Inspectress of Girls' Schools and the Deputy Inspector of Muhammadan Schools are not included, as they are in charge of certain schools only, and their ranges extend over several districts.
Deputy Inspectors of Schools (47)	3,026	266	5,192	181	1,706	

The following table from the Director's Report for 1880-81 gives further details of a year's work of each of the superior officers:—

Name of Inspector.	NUMBER OF SCHOOLS EXAMINED.						Pupils examined.	No. of DAYS SPENT IN			Number of Miles travelled.
	Colleges and High Schools.	Middle Schools.	Primary Schools.	Girls' Schools.	Normal Schools.	Total of Schools.		Examining Schools.	Other Work.	Number of Days spent on Circuit.	
A. Monro, Esq., M.A., B.C.L.	11	36	67	22	3	139	5,794	92	213	173	2,206
H. Fortey, Esq., M.A.	9	13	202	22	5	251	8,033	99	232	293	3,010
J. T. Fowler, Esq.	22	55	178	23	4	282	13,379	109	211	126	1,946
John Bradshaw, Esq., M.A., L.L.D.	10	50	106	26	11	203	7,009	112	190	271	4,434
T. Marden, Esq., B.A.	7	22	37	15	3	84	3,921	45	252	101	1,348
L. Garthwaite, Esq. ^a	...	...	1	...	...	1	54	2	67	...	...
James Bradshaw, Esq.	14	46	86	11	6	163	6,813	88	146	236	2,511

^a On leave, and his place occupied by James Bradshaw, Esq.

The Director writes:—

"(e.) The system of inspection in force in regard to Government institutions is for the Inspector of the division, accompanied by his Deputy, who aids in the vernacular work, once a year to examine these primary classes in certain subjects, and to report thereon to the Director. These classes are also tested for promotion annually according to the regulations of the upper and lower primary examinations. In the middle schools the classes are inspected at shorter intervals by the Deputy Inspector.

"The system of inspection of public institutions maintained from municipal and local funds is similar to that above stated; but in the case of schools receiving aid from provincial funds under the results system, the pupils presented are carefully examined for grants under the results rules by the inspecting officers. I would here mention that some of these local fund and municipal institutions are practically administered by this Department, but others are directly managed by the boards, and no interference is permitted.

"The primary classes in private institutions under superior management, if aided under the salary system, are examined annually by the Inspector, aided by his Deputy; but the examination is not ordinarily of great length, more especially since the issue of the notification in April 1880 forbidding private schools to promote pupils, who have not passed the lower primary examination, to the upper primary department. In schools aided on the results or combined system, of which there are but few in this class, a careful examination under the several standards is carried out in the presence of the managers and others. I would here mention that, although in all schools under inspection an Inspector, or his Deputy, may claim entry when he will during school-hours for inspection purposes, yet it is usual to give notice some time beforehand of the proposed date of inspection. In the more important private schools, the managers of which are ordinarily the head-masters, and in all such as are aided on the salary system, the inspection is carried out as above noted; but in the smaller schools, especially those in the rural tracts, aided on the combined or results system, the inspection is ordinarily conducted by the Deputy Inspector. This officer should visit such schools at least once in the interval between his annual examinations for results; and the inspecting school-masters, where their aid is still needed, once a quarter. The present staff of these officials is, however, at present insufficient in most districts to carry out this programme in its integrity.

"Primary departments in schools of the higher class under inspection are inspected once a year, but, except, in institutions such as the Vizianagram College, for the management of which this department is in a measure responsible, the inspection is of a very cursory character; but in regard to that the schoolmaster may receive every help within the power of this department to give, in the work of the department is as yet performed in most districts in a more or less perfunctory and inefficient manner.

"As regards schools not 'under inspection,' no formal inspection is ever made of the larger institutions, but is the practice of myself and of Inspectors to visit such schools should the managers desire it, and aid them by advice. No reports of such visits are recorded. But it is the

duty of the Deputy Inspector or of his assistant, the inspecting schoolmaster, to visit all indigenous schools and other pyal schools, and to endeavour to bring them under inspection by pointing out the advantages to be derived therefrom, and by aiding them in procuring the necessary books, &c., and by instructing the teachers therein. It is by this means that schools, indigenous and pyal throughout the country, are now rapidly passing under the supervision of this department.

"I would here mention that the powers of inspecting officers in aided schools are regulated by the grant-in-aid code, which provides, as a condition of aid under the salary system, that a manager must bind himself—to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies and registers of attendance to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted, and it is a condition of aid under the results system that regular registers of admission, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded."

{ In Government schools the third and second classes are fully examined at the annual inspection. In aided schools all classes below the matriculation, with the exception of the upper fourth, are examined. The following general direction is laid down:—

"An Inspector should ordinarily hear the college classes in second-grade colleges, as well as the sixth, fifth, upper fourth, and lower fourth classes in all colleges and schools read aloud in English; require one or two students to recite; notice the handwriting; inspect the note-books and homework, and make such an examination generally as may be necessary to form a judgment on the conduct of instruction in each class, its discipline and tone; he should also note upon the map-drawing of the classes below the sixth."

3. *The Employment of Inspecting Officers when at Head-quarters.*—While at head-quarters inspecting officers are engaged in valuing examination papers, writing reports, preparing returns, carrying on correspondence, and visiting schools in the neighbourhood.

4. *Cost of Inspection and Control.*—The returns of these particulars for 1881-82 are not in our hands *a*. The change from year to year is not, however, great, so that the following actuals for the two preceding years will give a close approximation to the items for 1881-82:—

Item.	1879-80. Rs.	1880-81. Rs.
Direction	40,888	40,598
Inspection	1,83,717	1,90,289 ^b

SECTION J.

District and Branch Committees or Local Fund Boards.

The actual extent of their powers in (1) preparing budgets; (2) sanctioning expenditure; (3) controlling education, and the possibility of extending those powers.

SECTION K.

Functions of Municipal Bodies with regard to the Maintenance and Control of Schools.

We bracket these two sections as the functions of local fund boards and municipal bodies are of precisely the same kind. Both maintain a certain number of their own schools, and aid private schools.

The educational budgets for expenditure, as well on grants-in-aid as on the Boards' schools, are prepared annually by the educational officers, and submitted by them to the President or the Vice-President, as the case may be. The President then embodies the educational in his general estimate, which is submitted, for local fund boards to the Board of Revenue, and for municipi-

a Return No. 3 supplies them, viz.—
Direction Rs. 40,479.
Inspection „ 159,227.

b Excluding Local Funds and Municipal expenditure (vide Return No. 3).

palities direct to Government. To enable a check to be exercised by the head of the Educational Department, an extract of the educational portions of every budget estimate is forwarded to him, through the Inspector of Schools, by the President. There is thus afforded to the educational authorities full opportunity to secure what they consider due provision, first in preparing the items, and, secondly, in remarking on any modifications that the boards may have introduced.

No board can incur any expenditure that has not been sanctioned, nor can it make any diversion of funds. If, for example, as has often happened, one board school declines, while another village holds out, a prospect of good success, the board cannot transfer the school without a lengthened correspondence that usually extends over several months. An extension of powers in this direction would seem desirable.

With regard to the control of education exercised by the boards, it is competent to them to introduce any scheme of instruction into their own schools; practically, however, this matter is we believe invariably left to the educational officers; and the scheme of work for the different classes is that laid down for Government schools, with, occasionally, some slight modification. In the matter of fees the boards have unlimited power, which is usually exercised to prescribe low rates, a matter that we have touched on elsewhere. (*Vide* page 80.)

The powers of control over aided schools are very complete in regard to the selection of those to be examined for grants, and to fixing the rates (*vide* page 6 of Appendix B), but over the standards of instruction in them the boards have no control, these being fixed in the grant-in-aid code.

SECTION L.

Withdrawal of Government from the Direct Management of Schools or Colleges.

- (1) By transfer to private bodies;
- (2) When in competition with private schools or colleges;
- (3) When, from any cause, no longer necessary.

1. *Transfer.*—On the question of transferring Government schools, we quote the following from the evidence of Mr. Sturrock, Collector and Magistrate of South Kanara:—

"I think that, on the principle laid down in paras. 10 and 11 of the Resolution of the Government of India constituting the Education Commission, all the provincial colleges might be at once transferred to a local body like a municipality, or to a board composed of delegates from the municipal board and members elected by the subscribers of any endowment that has been or may be formed. When a policy of this kind has been adopted, it will, in my opinion, be necessary to recast the grant-in-aid code so as to provide suitable aid towards the pay of a competent European head-master, an advantage which I consider well worth the expenditure of a considerable sum. Even if this be done, however, it would probably be necessary to give additional aid in the case of the schools in question, as—apart from the very important consideration of justice to the existing staff, the greater part of which would probably consent to be transferred with the school on their salaries and pensions being guaranteed—it is not to be desired that there should be any reduction in the status of schools once established. In the case of schools transferred to municipalities constituted as they now are, and probably will be for many years to come, the change of management would, as a rule, be more nominal than real, as the fullest consideration would be given to the advice of the officers of the Educational Department, but it would be a step in the direction of the withdrawal of Government from the direct management of schools, and would emphasise their decision to keep the principle of para. 62 steadily in view.

"I understand para. 11 of the Resolution of the Government of India to contemplate the transfer of higher class schools to municipalities for management only—not for the provision of funds from municipal taxation. I should strongly object to empowering a municipality to raise funds by taxation for expenditure on higher class education."

We take it that the objects contemplated by Government, as the results of transfer, are: (1) The securing of greater variety in the type of education; (2) the development of local self-government, combined with local self-help; (3)

the reduction of expenditure:—and that it would not approve of any change which did not secure, or, at least, give promise of securing one or other of these. The consideration of the first we defer to a later part of this Report, as the securing of variety must involve various changes.

It may be doubted whether municipalities, and much more whether native committees, to be formed in places not municipalities, would be willing to undertake any pecuniary responsibility, though they might be willing to undertake the management of Government schools. Assuming that efficient local management could be generally secured,—and we see no reason to think it might not be, with the exercise of care in the selection or the approval of members of committees,—then some definite scheme for the present continuance with gradual reduction of aid would be necessary. The source of additional income is, of course, fees; but the ability to pay is not the same in all localities. A minimum being laid down, each local committee should be given a discretion to fix such higher rate as the circumstances might render suitable, subject in all cases to the approval of Government acting through the Director of Public Instruction. To give time for gradual increase of fee receipts, the actual cost to Government of any school transferred might be continued, say, to the end of the official year following that in which the transfer took place. A reduction of one-third of the Government contribution might then take place for two, or even three years, at the end of which time the school should receive aid according to the rules in force for grants-in-aid. In cases where the rules would admit of aid up to the amount of the net cost to Government of the school at the time of transfer, it might at once come under the rules as an ordinary grant-in-aid school. This, being the simplest plan, should be adopted wherever possible.

Proper guarantees and checks to secure “efficient management and extended usefulness” would, of course, be taken by the educational authorities, and need not be dwelt on; nor is it necessary to do more here than refer to the vested interests that would have to be dealt with.

The case of first grade Government colleges we regard as different from that of schools. There are but three such, at Madras, Combaconum and Rajamundry. The first, it is no exaggeration to say, is regarded by its *alumni* with something of the affection that an Oxford or a Cambridge man feels for his *Alma Mater*; and it is looked up to with pride by a very large section of the educated Hindoo community. Among this section its abolition would be one of the most unpopular of acts, which this Committee would strongly deprecate, as the greatest misfortune that could befall education,—not simply the higher education, but education generally—in this Presidency. Its transfer would be little less than a cause of distrust and discontent ^a. This at present is, however, as we believe, impracticable, from the impossibility of finding Native gentlemen willing to undertake the duty.

Admitting, for the sake of argument that such a committee could be formed, nothing of the cost of the college would be borne by it; so that economy

^a. At the visit of the Commission to Pachappa's Institution, Madras, the trustees presented an address, in which occurs the following that seems worthy of quotation in this connection, as expressing a Hindoo view:—

“If a larger measure of State support is needed for higher education of any particular kind, it is certainly needed for the spread of scientific education; first, because for many years to come, science culture cannot become indigenous in this country in the absence of a native agency to teach modern science; secondly, because science teaching requires apparatus and appliances vastly beyond private means; and thirdly, because science culture is now found indispensable for developing the resources of this vast, but poor, country. None but European agency and public funds can provide efficiently for such teaching, not only in native institutions like ours, but also in that revered institution, the Presidency College, with which Pachappa's Institution cannot possibly compete, and must disclaim even the appearance of entering into competition, and which, in short, no aided college whatever can effectually replace in the matter of a complete course of instruction in the science and other learning of the West. The State college in Madras has been for the past 40 years a model and a guide to our schools in common with all other aided institutions in this Presidency; and it is the conviction, not only of our board, but of the native public at large, that the destruction, or even the mutilation, of this great model college, supported out of the resources of the people and in behalf of the people, would result in the ruin of all education, higher or lower, throughout the country.”

would not be promoted. That its efficiency would be increased no one, probably, would contend; it is, therefore, difficult to see what would be gained. This college seems to this Committee essentially one to be long, if not permanently, retained in the hands of Government as a model, and as likely, in time even more than at present, to occupy the place filled by a great public school at home. It is possible that in the course of years some of those who have benefited by it may mark their gratitude by endowing it, and it might thus become to a greater extent self-supporting. This, however, is too remote a contingency to affect present action.

The college at Rajamundry undoubtedly supplies a want. It is the only first-grade college north of Madras, and affords a nucleus for the high education over a large tract of country. It developed from a provincial school in 1876-77, and its claims were thus set forth by Col. Macdonald in the Report for 1875-76—

“It will be remarked that all these colleges are located in the presidency town and in the small district of Tanjore. An enormous advantage has thus been given to the Tamil population of this presidency. This is not the scheme originally sketched out by Sir Alexander Arbuthnot. It was always intended that the provincial schools should gradually grow into colleges, but it is not every head-master who can raise a school to a college, and as yet the provincial school of Combaconum is the only one which has attained that status. The portion of the presidency in which a college is at present most urgently required is the Northern Circars. This province, with a population twice as great as that of Scotland, and an area one-fourth greater, has yet derived no benefit from the introduction of railways into this presidency, and, although the establishment of coasting steamers has rendered these districts less inaccessible than they used to be to Europeans, the strong prejudices which many Hindus and most Brahmans have against sea-voyages have not been overcome, and very few students come down and prosecute their studies at Madras. During the twenty years that the University has been in existence, scarcely half a dozen young men have graduated from the Northern Circars. The want of graduates for the higher posts in the Educational Department and in other branches of the public service has all along been, and still continues, a most serious obstacle to progress in the northern districts.”

The Director subsequently wrote that the establishment of the college had given a great stimulus to education in the Northern Circars; and the success it has since achieved more than justifies its establishment. To close it would be a retrograde step that could not, we think, be for a moment contemplated.

At the time the school was developed into a college, a subscription was raised, with but small success, only Rs. 5,000 having been paid or promised, with some small annual subscriptions and two scholarships. There would not, therefore, appear to be much chance that any committee that could be formed would be prepared to bear any part of its cost; though, probably, its management might be arranged for. But, practically, a college, or a high school either for that matter, requires very little “management” beyond what the Educational Department supplies without extra cost: what it needs is *support*. College education probably never has been, and never will be, self-supporting.

The most self-supporting Government college in this presidency is that at Combaconum, the total expenditure on which in 1881-82 was Rs. 32,637, of which Rs. 11,011, or one-third, was paid in fees, leaving two-thirds as a charge on provincial funds. A strong committee of management might, probably, be formed without difficulty, as Combaconum is, in some respects, favourably situated, and the rate of fee in the college is now the same as in the Presidency College, Madras. This could not be raised much, if at all, without hardship, nor without reducing the number of students. That the college is appreciated is evident from the number on its rolls. Should it be determined to try the experiment of placing any first grade college under local management, that at Combaconum probably offers the most favourable conditions for the experiment; we should, however, fear the immediate result, even there.

Government second-grade colleges form an entirely distinct class. Of the seven now in operation, only two have developed from provincial schools, the other

5 having been schools of the zillah grade. There is considerable weight of opinion adverse to the raising of some of these to the grade of colleges. The present Director, who had nothing to do with this action, has given briefly some reasons in favour of it, which will be found quoted in the cross-examination of Mr. Hudson. With regard to these institutions two questions arise, first, whether any of them are unnecessary as colleges, and should revert to their former school standard;—secondly, whether committees can be formed to undertake their management as grant-in-aid institutions. The former question seems properly to fall for decision within the province of the local Government, as advised by the Director of Public Instruction. To maintain a department of education organized, it must be recollected, under express and peremptory orders given in the despatch of 1854, and then to decide important questions on the advice of irresponsible, and possibly interested, parties, either in India or in England, would be an anomaly. It would be scarcely less of an anomaly for this Committee to offer its opinion on the details of individual cases that should be considered by higher local authorities. We, therefore, restrict ourselves to observing that we think the question of the proper standard of each present second-grade Government college to be worthy of consideration with reference to the requirements of each locality.

The question of management of second-grade colleges would probably present no greater difficulty than in the case of high schools. That of support might also be settled on the principles already suggested, with, perhaps, the modification that the amount of the Government contribution at the time of transfer should be continued for three years, when it should be reduced to one-half the total cost of the college, the committee of management raising the other half from fees, endowments, and contributions. This contribution by Government of one-half the total cost might continue for five years, at the end of which time the college should come under the ordinary grant-in-aid rules. Whether responsible committees to accept these conditions could be formed is a different question; that we have no facts before us to form an opinion on. Nor are we free from the apprehension that the course spoken of might result practically in the abandonment of some schools or colleges to probable decay. To guard against such a result, it might be wise to begin with a single case, where the conditions seemed most favourable.

(2) Under the second sub-division of the section (L) we may remark, first, that, as a matter of fact, there are but few cases in which a Government institution is in competition with a private one. Where there is such competition, the competitor is usually maintained by a mission. In these cases a hardship would be involved if the community were deprived of the Government secular school, so that it would be objectionable to close it; but there would seem no objection to transferring it to the management of a local committee where one can be formed giving a fair prospect of permanence.

(3) No one, probably, would object to closing a school that is no longer necessary; but as to what shews it to be no longer necessary, there may well be a difference of opinion. The number of pupils in average attendance would probably be the safest guide; but no rigid requirement in this particular would suit all localities. In a Tamil district an average attendance of from 20 to 25 in a class might be taken as the minimum evidence of appreciation. In some districts further north, an average of ten, in classes above the primary, is higher than is usually found, yet, if this lower attendance were not accepted as sufficient to warrant the maintenance of a school, the effect would be to throw back the Telugu-speaking section of the people of the presidency into the ignorance they have not long begun to emerge from.

It is fair to state that this Committee is not quite unanimous in some of the

views expressed; and the following individual opinions of two of its members are given:—

The Rev. Dr. Jean writes—

"It is my strong conviction that the time is not come for Government to withdraw to a large extent from the direct management of education. In my opinion that time will come only when there is an educational agency which is *able* and *willing* to replace Government agency. For the present, I see no agency which fulfils these two conditions. Missionary agencies, which would be the ablest, have declared that they do not wish, or intend, to succeed in the room of Government; and Government itself has declared several times that, if it were to make over its institutions, it would make them over to native men. Very wisely, in my opinion, for, were Government to withdraw from its establishments in favour of missionary societies, there would be at once an outcry and loud complaints that Government had broken the compact to which it stands solemnly pledged, of keeping religious neutrality; that the sort of legatees chosen by it shews clearly its intention of proselytizing by indirect and underhand means, etc. It follows that Government can look to native men only to succeed in its office of Educator. But (a) native efficiency cannot, at present, replace State efficiency in the management of schools and colleges; and to substitute the former for the latter would surely cause education to deteriorate. (b) Moreover, native men, chiefly in this presidency, are decidedly unwilling to receive the legacy which Government would offer them, and fear nothing more than that Government should disconnect itself from higher education.

"I need not say more on this subject. But I will simply observe that this question has been dealt with, with special care, by the Catholic Prelates of Southern India, in the first part of the memorial addressed by them to the members of the Education Commission, and that I fully concur in their views on this subject."

The following are the Rev. William Miller's remarks:—

"It is unnecessary to prove that Government ought to withdraw from the direct management of schools and colleges as largely and as soon as it finds it possible to do so *without injury to higher education*. As Government has declared its intention of acting on this policy, arguments in favour of it would be superfluous, numerous and unanswerable though such arguments plainly are. The only practical question is as to how the withdrawal is to be effected without injury to a cause which every member of this Committee not only does not wish to damage, but is undoubtedly anxious to promote.

"On this point the following remarks seem called for:—

"1. The withdrawal should be gradual. In important changes anything of the nature of a surprise is to be deprecated. Even if all parts of the country were thoroughly prepared for this particular change, the sudden and simultaneous transfer to other management of a large number of schools and colleges would be a shock from which higher education might suffer greatly.

"2. No attempt should be made to lay down a rule to be applied to all provinces alike, or even to all districts of the same province. In one district the change might not be hurtful, or it might be highly beneficial, while yet it might do much injury in another district, where the general feeling towards education is different. Perhaps there are provinces in which the withdrawal of Government from the direct management of colleges and schools, within any time that should be taken into account at present, would cause the extinction of higher education—at all events on a western model—for a generation or two to come. If there are such provinces, no withdrawal should take place in them.

"So too even in provinces where the withdrawal might be completed comparatively soon and without injury to any genuine educational interest, it is impossible to be very precise in defining the term within which the process should be completed. Much will depend on the social and other circumstances of the locality where each college or school is situated. Some of the factors in the problem may not disclose themselves till the process of withdrawal has actually begun.

"My own conviction is that in fifteen or sixteen years from this date Government may have transferred every one of its institutions in this presidency to local management with the certainty of ultimately benefiting higher education and every kind of education. I mean, of course, its institutions for general education, excluding technical education, and perhaps such branches of general high education as verge upon the technical. But if any one maintains that the process cannot be wisely or beneficially completed in less than twenty or twenty-five years, I should not care to oppose him. The only points I hold with absolute conviction are that many Government institutions may be safely closed or transferred to private management *at once*,—that several more may be so transferred in each successive year,—and that the process ought to be complete in what may be properly called a *short* time if it be viewed in relation to the history of a great country.

"3. No college and no school of importance should be transferred to any missionary body. Such a transference, however defensible in theory, could hardly fail to spread false and injurious impressions as to the purpose of Government in retiring from the direct supply of education. It is only to strictly local, or at least to strictly Indian, bodies that the management of colleges and schools should be transferred. If a large native society rose up prepared to manage colleges and schools in more than one district, I can see nothing impolitic in Government institutions being transferred to it. The objection is to their being handed over to bodies that receive their chief impulse and support from beyond the bounds of India.

"Of course this prohibition of the transfer of Government institutions to missionary bodies would be a breach of the strict principles of neutrality. It would impose on missionaries a certain disability on account of their religious position. Still, religious neutrality is one of an order of principles that ought not to be carried out without regard to consequences. In this case the advantages of refusing to transfer Government institutions to societies supported by foreign funds are so plain and so great that men, like missionaries, whose sole aim should be the benefit of India, ought not to object—and I believe they would not object—to their receiving somewhat less than strict justice might give them ground to demand.

"4. The wide difference between the relations in which Government should stand to higher and to elementary education respectively ought to be carefully borne in mind. To give so much education as to set the mind to work and to fit the man for the elementary duties of his hereditary position is always, and necessarily, a benefit to the community, and is therefore both the interest and the duty of Government. To educate men for higher positions than they are born to is beneficial, and becomes accordingly a duty, only when they, or those with whom they are naturally connected, co-operate earnestly with those who strive to educate them. Similarly, to give the simple food necessary to preserve life to a man who is starving is always beneficial and always a duty. But to give a man that rich and generous food by which the human frame is developed to the highest point is never the duty of any one beyond the man's own household, and it is beneficial only when the man takes considerable exercise along with it. To insist upon his consuming a large supply of this kind of food when he does not exert himself and in no way earns it, would not benefit, but, on the contrary, would injure the man and all connected with him. Thus, for Government, or other outside party, to bestow elementary education on those who have not yet learned to value it is unobjectionable and praiseworthy; but to bestow higher education on a community that is not making considerable corresponding effort is—even setting aside the question of expense entirely—a distinct injury to all concerned.

"On these principles, and looking at their applicability to this presidency, I should recommend—

"(a) That inquiry be made as to the probable stability of the Kerala Vidayasala and that if the result of such inquiry be satisfactory, the Government college and school at Calicut be closed, and the funds now expended on them be devoted partly to aiding the independent local college under the ordinary rules, and the remainder to elementary education. At Calicut the independent college is thoroughly efficient and purely local. The matter is not complicated by any question about missionary education.

"(b) That at Salem, Cuddalore, and Berhampore, the college departments be closed unless some local body is prepared at once to carry them on as aided institutions under the ordinary rules. In these places nothing called for college departments being opened at all; but there is always good in evoking genuine local effort in behalf of education, and if such local effort be forthcoming the grants necessary for keeping up college departments at the three towns in question will at least not be wholly wasted.

"(c) That at Mangalore and Madras, where missionary colleges exist beside the Government ones, a term of years (say *four*) be given for those who object to mission education, making the necessary preparations for taking over the colleges and maintaining them as aided institutions. In both places it seems desirable that a (second-grade) college should exist, and if, as is probable, there be a considerable number in these towns who object to mission education, there can be no doubt that the needed preparations will be very speedily made.

"(d) That, with regard to the remaining Government colleges in the mofussil and all Government schools, the Director of Public Instruction be requested to suggest as soon as possible the best means of raising up a local, but not a missionary, body fit to take over the management of each of them:—also that Government inform the Director that the process should be complete in all purely Tamil-speaking districts within seven years, but that they do not wish to hurry him in dealing with districts where education is less advanced.

"(e) With regard to the Presidency College, which stands in many ways in a different position from the various local Government institutions, it would be wrong to abolish it so long as there is not a fully developed non-missionary college to take its place. This abolition should not even be contemplated without some reasonable guarantee that the step would not throw the control of education at the seat of the presidency practically into the hands of missionaries.

"At present there is little prospect that its transference would be accepted by any body of native gentlemen. Feeling will certainly change on this point as years go by and self-government becomes a reality. In the meantime, however, it is necessary to maintain a college managed by the Department in Madras. If such a college, however, is to take its proper place as a friendly co-worker with other agencies, if it is to advance higher education generally, and not to cramp and hinder its free development, changes of various kinds will be required. This is not the place, however, for discussing what these changes ought to be."

SECTION M.

General Relations of Departmental Officers to Private Schools or Colleges in competition with—

- (1) Government schools or colleges;
- (2) Other private schools or colleges.

In the Madras Presidency, the relations of Inspecting officers to private schools, &c., are not affected by the consideration whether these are, or are not in competition with others, Government or non-Government. The general relations and duties of inspecting officers are thus described by the best authority on the question, the Director of Public Instruction:—

"The Inspectors have full control over all subordinates, i.e., all educational employees in their divisions, excepting masters in first grade colleges and in the Madras Normal school, whether those subordinates are paid from provincial or local funds; but, with the exception of provincial servants drawing Rs. 30 and under, they possess no patronage, merely the right to nominate; as regards provincial servants, the appointments resting with the Director, and as regards local fund and municipal servants, with the presidents of the municipalities or boards. The practice, however, is for the presidents to commit to the Inspector very considerable power regarding the employment and dismissal of their educational servants.

"The duties of the Inspectors are chiefly confined to the inspection and examination of all second grade colleges. High and middle schools, whether Government, aided, or under inspection in their divisions, of Normal schools, and of primary schools attached to colleges, high or middle schools. They also supervise their Deputies in the control or inspection of lower, middle, and primary schools in their ranges and in the management of the inspecting schoolmasters; and lastly, they have the general care of all matters connected with education in their divisions, more especially such as come before them in their capacity of advisers of local fund boards and municipal commissions, of which, they are usually members.

"The Deputy Inspectors ordinarily have charge of Government middle schools in their ranges but their chief duties are connected with the control, examination, or inspection of all primary schools in their ranges according as the schools are Government, local fund or private. They are also immediately responsible for the work of the Inspecting Schoolmasters and of the masters of elementary normal schools.

"The work devolving on Inspecting Schoolmasters is the improvement of the elementary pial schools throughout the country, by visiting and instructing the teachers, and in a measure, the scholars of such schools: also inducing them to bring these schools under Government inspection, and to conform to the rules prescribing the subjects to be taught in such schools and the method of such teaching."

SECTION IV.

Tabular Statements containing Information regarding—

- I. Arts colleges, schools, and scholars, in General Table 1, as modified by the Commission.
- II. Schools and scholars, in General Table 2, as modified by the Commission.
- III. Expenditure on educational establishments, in General Table 3, as modified by the Commission.
- IV. The results of prescribed examinations, General Table 4, as modified by the Commission.
- V. Aided schools and grants, in Table 5, prescribed by the Commission.

These tables follow the Report as Appendix A. All have been fully remarked on in the different sections, with the exception of No. V. This last compares the number of institutions in 1871, 1876, and 1882, distinguishing those under 'Native' from those under 'Other' Managers. It gives also the amounts of grants at each period to each class of institution. The table calls for no lengthy remarks, but the main results shown may be thus summarised.

Number of schools and total expenditure:—

Management.	1871.		1876.		1882.	
	Number of Schools.	Total of Grants-in-Aid.	Number of Schools.	Total of Grants-in-Aid.	Number of Schools.	Total of Grants-in-Aid.
		Rs.		Rs.		Rs.
Native	1,900	1,67,655	5,352	2,95,923	6,230	3,46,697
Other	475	1,95,487	537	2,18,719	1,597	2,05,221

The great increase in schools under Native management was, it will be observed, during the first five years, while the great increase of those under other managers has been during the second period. Though, however, the number of schools under other than Hindu managers trebled between 1876 and 1882, the aggregate of the grants-in-aid received by such schools was less in 1881-82 than it had been in 1875-76, having fallen from Rs. 2,18,719 to Rs. 2,05,221; while in 1871-72 it reached Rs. 1,95,437.

SECTION V.

General Summary and Recommendations.

Our brief remarks in this section will follow the order of the Resolution of the Government of India appointing the Commission.

In many respects primary education in Madras is on a sound basis, and it seems rather to require development on the lines hitherto followed than reorganisation. The plan of utilising indigenous schools has been generally adopted; and local fund boards and municipalities have been encouraged to step in and take upon them their proper responsibilities as promoters of elementary education. The great advance already made has been shewn in previous parts of this report, and need not be again dwelt on. Further extension is, to some extent, a question of funds. The latest returns for 1881-82 give nearly Rs. 44 as the average annual grant to an elementary school on the results system. This cost has not varied much; and it could hardly be reduced. The 8,076 schools aided during 1881-82 received Rs. 3,51,559; and these had an attendance of 218,220 pupils. During the same year there were 5,888 other & primary schools with 123,116 pupils. The total number of primary schools was thus 13,964. On the 31st March 1871 the number was 2,807, the increase in eleven years has thus been five-fold. If the rate continued, we might have 50,000 schools in less than ten years: this, however, is not to be expected, but it seems probable that a system which has developed such power of expansion, and that, moreover, of a thoroughly sound character, has within it capabilities that will enable it to meet the growing requirements of the country; and gradual development appears to us to give much better promise of permanence than any sudden forced increase could do.

2. We have spoken above of further extension being, to some extent a question of funds. Its other requirements are the spread of a desire for education on the part of the great mass of the people; a body of men qualified to impart instruction of an intelligent character; and more localised management.

To take the last first;—it seems to us that the Director of Public Instruction, in his report on elementary education, states correctly the basis on which any general system of elementary instruction should rest, in the following words. He is speaking particularly of the result system, but his conception of what is the best managing agency seems to us equally correct, whatever may be the system that is to be controlled and applied. He says—"The result system is unrivalled as a means of stimulating private effort both in town and country. Education Department, but by boards with local knowledge and sympathies working through the Department." A comparatively small number of such bodies at present exist in this Presidency in the local fund boards and municipalities; but an increased number of more 'local' bodies than the former can be seems necessary to the full development of local interest and action. Even now, Act IV of 1871 provides for the appointment of managing committees for schools;

a. Namely, Government, local fund, municipal, and unaided.

but such Committees have either not been appointed, or have become moribund. More actual power in the management would, probably, make them more of a reality. One of our witnesses, Mr. Justice Mutusami Iyer, who has given considerable thought to, and written at some length on, the question, sums up his conclusions as follows:—"I would, therefore, submit that the allocation of a larger proportion of local rate to primary education, and the formation of taluq and subsidiary committee to administer the educational fund, with power to supplement it by a village rate, are the only available means of providing for the cost of primary education. The awakening of a direct and personal interest in the administration of this fund seems to me to be best fitted for ensuring permanency to the system."

Before, however, providing, by a rate or otherwise, for *additional* funds, the due appropriation to education of those available should be made, when a wide extension would be rendered possible. In his instructive report on elementary education the Director of Public Instruction says regarding local funds, "At present (in 1880-81) not above one-twelfth of the proceeds of the land-cess are being expended on education, whilst the fair proportion of this cess to be so expended is one-sixth." According to the same report, the expenditure on education in 1880-81, from local funds, was nearly four and a half lakhs; so that there would appear then to have been at least four lakhs available for primary education. According to Return No. III appended to this report, the expenditure on education from local funds in 1881-82 had risen to Rs. 5,21,383. This still leaves a very wide margin for further extension.^a

Similarly, of expenditure on education from municipal funds, the Director says, "Only 5 per cent. of available income is, on the average, expended upon education in mofussil municipalities. Assuming that 15 per cent. of municipal income should, exclusive of fees, be devoted to education, it follows that, in most towns, funds should be available for greatly extending education." The expenditure from municipal funds is given in the same report as Rs. 75,000; there was, therefore, then a lakh and a half available for extension; and there would appear to be nearly as much still.

When additional funds do become necessary, as of course they will, the least objectionable way of raising them would probably be that suggested by Mr. Mutusami Iyer [*vide* pages 4, 5 and 12 of his evidence].

3. In any grant-in-aid system that is to secure confidence, and so lead to the extension of education, the following conditions seem essential:—

- (1) The scale of grants must not be subject to sudden change.
- (2) All schools registered for examination must be able to calculate with certainty on being examined, and paid the grant earned.
- (3) To secure the second condition, education must be a first charge on some source of revenue sufficient to meet all demands.

We give prominence to these conditions, as cases have occurred in which they have not been fulfilled.^c

^a Since the writing of the above, we have learnt that local fund expenditure increased during 1881-82 by more than a lakh; and that six of the boards are now spending more than the one-sixth laid down:—facts which shew the rate of present development.

^b And in 1881-82 the total reached only Rs. 81,348. *Vide* Return No. III.

^c A witness writes as follows:—

"Managers have been accustomed to regard the grant-in-aid code as a compact of which the whole terms were known, and have believed that if they fulfilled their part, by bringing the pupils up to the required standard and enabling them to pass the examinations, that the payment of the grants would assuredly follow. Such it seems is not the case. At present there is no security that a rule may not be introduced by the local fund board or municipality from which a manager draws his grant, materially altering the conditions on which his school was commenced."

A desire for education among the great mass of the people is, in our opinion, the only basis on which a system of education that is to be popular and widespread can rest. This desire may be gradually developed; such development, to be healthy, in the present condition of India, must, however, go hand-in-hand with the increase of material prosperity. We think also that primary education may be, to a limited extent, popularised in the following three ways:—

First.—By teaching what the people like, as their poetry, or what they think useful, as native methods of tables and mental arithmetic, &c. *a* *Secondly.*—By spending locally money locally raised, and supplementing it by small grants, either from general, or from provincial funds; and *thirdly*, by localising the management. The second and third points require to be provided for by an Act: the first has never been lost sight of by the Department of Education; but it may be a question whether the standards of the result system, might not with advantage be reconsidered, with a view to the principles receiving a greater degree of recognition.

The improvement of the masters of the primary schools did not, we consider, in the earlier years of the extension of primary education, keep pace with the increase in the number of schools receiving aid; there has, however, within the last few years, been a great addition to the number of elementary Normal schools, and their number is still increasing. At present there are above thirty such schools in operation, supplying annually about 500 trained masters. The regulations for the selection and training of these are judicious, and no special additional action in this direction seems to be called for, as the Director's policy is steadily directed to the opening of normal schools, where they are still required.

The Rev. Dr. Jean writes as follows, and we consider the points worthy of consideration.

"I should recommend:—

"*1st.*—That, in order to assist private men in their endeavours for establishing private Normal schools and securing their efficiency, a sort of Directory be published by Government for the guidance of the directors of such establishments. That directors should describe the sort of training to be given to pupils in Normal schools, specify the objects and the character of the examinations which they will have to undergo, the results of those examinations, &c.

"*2nd.*—That the text-books to be read in schools be carefully revised, and expurgated, not only from anything offensive to morality, but also from all that which savours of the spirit or tenets of any particular sect.

"*3rd.*—That elementary instruction be of a more practical utility, and its standard lowered or made more easy for the children of the poor peasantry; that it include the native methods of calculation.

"*4th.*—That in those villages where education is more backward, and in general in all girls' schools, fees be not made obligatory, but left to the discretion of the managers.

"*5th.*—That in favour of the same sort of pupils the rule of attendance be relaxed during the months in which parents are particularly in need of the help of their children, e.g., during the harvest season.

"*6th.*—That the assistance of Government be extended even to the schools below the first standard.

"*7th.*—With reference to higher schools and colleges on the salary grant system:—that, in the case of European masters of experienced ability, these being ascertained by competent authority, the condition of having taken a degree should not be enforced, each such case being decided on its merits."

Secondary Education.

The following quotations from the resolution of the Government of India will appropriately begin this section:—

a. A witness says—

"The course of instruction would, I think, be rendered much more acceptable than it has been, by the introduction of a greater number of lessons of practical interest bearing on the occupations, customs, and daily concerns of the rural districts and urban populations. For instance, simple lessons on field and garden operations and implements, accounts and dealings in money to show the impropriety of borrowing, and a degrading state of dependence on money-lenders and the like, would be valuable. More attention should be paid to mental arithmetic and exercises on the weights and measures of the country, besides writing on cadjan and reading cadjan, or manuscript books. Simple lessons on rules of conduct or such as can inspire the young with a sense of their duties and future responsibilities should form a part of the reading books."

"a. It is not a healthy symptom that all the youth of the country should be cast, as it were, in the same Government educational mould.

"b. Government is willing to hand over any of its own colleges or schools, in suitable cases, to bodies of native gentlemen who will undertake to manage them satisfactorily as aided institutions.

"c. It is especially the wish of Government that municipal bodies should take a large and increasing share in the management of the public schools within the limits of their jurisdictions."

(C).—In municipalities, schools either aided or supported by the municipal bodies are of two classes, one, termed municipal schools, managed and entirely supported by the municipality; the second, private schools, aided from municipal funds on the result system up to the third standard inclusive, any class above the third being aided from provincial funds. The municipal schools are generally primary, and when they contain a fourth standard or upper primary class, working on the result system, such class draws its result grant from provincial funds.

Experience has shewn three things—

First.—That municipal schools are very much more expensive than aided ones for education of the same grade; *secondly*, that where there are municipal schools, aided ones are less liberally dealt with, and, in fact, often discouraged; and, *thirdly*, that even-handed justice to all creeds and classes cannot always be secured. Facts one and two point to the desirability of having no schools maintained by municipalities, those bodies confining themselves to aiding private schools, their power to open schools under their own management being limited to cases where it had been clearly shewn that the educational wants of the town could not otherwise be provided for. The third fact points to the necessity for the local Government's retaining power to enforce just and equal treatment to all alike.

It would be a great help towards graduating the amount of aid given, to the quantity of work done, if all schools up to the middle school standard, inclusive, were placed on the result system. This would also simplify the question as to the source from which aid should be given, by the mere extension of the present principle, namely, that all classes up to the third result standard inclusive should be aided from municipal funds, and all above that from provincial.

In most cases the same school contains both a middle and a high department. There would be no practical difficulty, that we perceive, in salary grants from provincial funds being continued to the teachers of the high school classes; the efficiency of the sixth being, as now, judged of mainly by the results of the University matriculation examination; and the fifth class being inspected as at present. It is, however, as already intimated, a question whether aid to high schools in such towns as are municipalities will much longer be necessary.

B.—Transfer.

It does not seem necessary here to repeat our remarks under this head, which will be found on page 150, &c.

A.—Variety of System.

There can be no question that there was much greater variety in what education existed at the organisation of the Education Department in 1855 than there is at the present time. Of this there seem to us three main causes, namely, the Government of India; the Department of Education; and the University of Madras. We name the Government of India as the first cause, since it is its requirements in the way of returns that enforce rigidity of system on the local authorities. Much obloquy has been heaped on the department because of the grievous burden it lays on school managers in the matter of returns; but many of them are necessitated by what is prescribed by the Government of India; and these requirements also necessitate certain examinations. For example, the Resolution

of the Government of India, No. $\frac{1}{216}$ of the 6th January 1879, necessitated the institution of the upper and lower primary school examinations, in the absence of which the returns prescribed by the said order cannot be prepared. Nor can the requirements of the said returns be met without a middle school examination. We have thus, here, by a single order of the Government of India, three monster examinations rendered necessary throughout every province of India. Uniformity in the classification of schools, and in the standards—at least of the classes affected by these examinations—necessarily follows.

The Department of Education we have named as the second cause, as the laying down of a curriculum for every school and every class largely extends the unification begun by the Government of India requirements; and the University completes it in schools and carries it on into and throughout colleges.

To point out the evil and its immediate causes is much easier than to suggest remedies. The present system has obtained such a hold on the sections of the native public that seek education as will render any wide modification of it a matter of extreme difficulty. To limit more or less the work of primary and middle schools to vernacular instruction is proposed as one palliative:—to introduce technical or *quasi*-technical training as another. At present, in this presidency, the vast majority of primary schools proper are vernacular, and such are eligible for grants. We have already expressed the opinion that their standards might be re-considered, in connection with the suggestions regarding the subjects of instruction. The middle school examination can be passed by a candidate ignorant of English, but such candidates are regarded as exceptions, and must obtain special permission. If the scheme were so modified as to give the same facilities to vernacular candidates as to those who know English, it seems probable that a considerable impetus might be given to middle school education in the vernacular, especially for pupils who do not go beyond.

The high school and college courses must necessarily be arranged to meet the requirements of the University examinations.

In this connection may be given the following remarks by one who may be regarded as having some right to speak in behalf of aided education:—

"I would recommend that the tendency which has shewn itself in this presidency for some years to impose certain text-books upon all schools and a certain fixed and universal course of study be authoritatively reversed, *e.g.*, a certain curriculum is followed in Government schools and the arrangements for the middle school examination and for all inspections are such as practically almost compel all managers to use the books and to make their students read the exact portions that are laid down for Government schools. It is admitted that deviations from this iron rule are not yet absolutely prohibited: but the whole tendency is to make everything that is not quite in agreement with a Government school curriculum to be regarded as *ipso facto* a defect. Few managers have the nerve to resist such powerful and steady pressure. The inevitable result will be that in a few years all schools will be cast in precisely the same mould, and that that *variety in the type of education* which the resolution constituting the Commission so wisely upholds will be for ever precluded. Another result will be that managers with ideas of their own on educational matters will be either driven wholly from the field or driven to renounce connection with Government. Such a state of matters is much to be deprecated, especially in a country like India where the tyranny of custom requires to be broken down, and not intensified. Especially it is recommended that in the middle school examination no special text-book in English be examined on. By beginners in a language attention should not be fixed upon the small fragments of a reading book that can be mastered at that stage. Their knowledge is best tested by questions on grammar and questions on the structure of the language, such as may be learnt in any book. The time for minute study of selected portions, in other words the time for prescribing text-books, comes afterwards in the highest classes of the school, and in college.

Throughout this report we have recognised the division of schools at present in force into primary, middle, and high. It has been suggested that this division is unnecessarily detailed, and that a division into primary and secondary, or primary and high schools, would be sufficient for statistical purposes, and would leave the internal development of schools more free than it is at present.

It has also been suggested that if this classification were adopted, it would be simple and convenient to aid primary schools and primary departments of high schools exclusively by results grants, and secondary or high schools exclusively on the salary grant system. We have not fully discussed these proposals or formed a decided opinion on them; but we regard them as worthy of consideration by the Commission.

A RAJACUMAR COLLEGE.

The question of establishing a school and college for the education of the sons of Rajahs and Chiefs, where they might receive an education suited to their position seems worthy of consideration. We should not, however, consider that any part of the cost of such an institution should fall on Government; nor should we suppose that the noblemen concerned would accept of any aid except for organisation and management.

FUNDS.

It is obvious that if primary education, and particularly female education, are to receive the development that we have recommended in this report (a development that is urgently required), an increase will become indispensable in the amount of public funds spent on education. Even if all the transferences in the management of schools suggested can be made, and even if all of them result in a maximum of saving to public funds,—and these are suppositions on the accuracy of which we dare not count,—the amount thus saved on higher education will be practically insignificant in relation to the great work of instructing the masses of the people. We trust that in course of time greater liberality may be evoked on the part of the community at large, but we do not think it will be evoked upon a scale at all commensurate with the need of the country unless the expenditure of public funds be at the same time considerably increased.

LEGISLATION.

We think it desirable for many reasons that education should be made the subject of a legislative enactment. Experience has shewn that without some higher sanction than that of resolutions and despatches, there is danger of the intentions of the supreme authority failing to be carried out in practice. Legislation is required for the guidance of the officers of the Education Department. What has taken place in this presidency seems to shew the necessity of marking out a clear line of action for men who are called upon directly to manage one class of institutions, and at the same time to take an active part in the development of another class, which by force of circumstances must be to some extent rivals to those over which they have entire control. Legislation is equally necessary for the sake of the managers of non-Government institutions. They have undertaken great duties, and it is only right that their position should be defined and secured.

We must add that there seem to us to be great practical difficulties in the way of drafting a Bill suitable for a country so vast as India, and consisting of provinces that differ so widely from one another in their educational condition. With these difficulties, however, we are not called on to deal. Perhaps the best way of meeting them would be by separate legislation for each province. Should however, that course not be adopted, we trust that any legislation will be sufficiently elastic to give room for great varieties of detail in the administration of different provinces. Anything that would tend to crush out originality and variety is as much to be deprecated in the case of provinces as in the case of schools.

W. MILLER,
Secretary.

J. T. FOWLER, *Chairman*,
P. RANGANADAN.
A. JEAN, S.J.

APPENDIX A.

TABULAR STATEMENTS.

I.—Arts, Colleges, Schools and Scholars in General Table 1.

II.—Schools and Scholars in General Table 2.

III.—Expenditure on Educational Establishments in General Table 3.

IV.—The Results of Prescribed Examinations, General Table 4.

V.—Aided Schools under 'Native' and 'Other' Managers, General Table 5.

EDUCATION COMMISSION—GENERAL TABLE 2.

General Numerical Return of Scholars in the Madras Presidency for the official year 1881-82.

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.						AIDED INSTITUTIONS.										UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.						GRAND TOTAL OF SCHOLARS ON 31st MARCH, LEARNING				CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31st MARCH.					REMARKS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	Number of Institutions.	Average Number monthly during the year.	Number of Scholars on 31st March, learning			Number of Institutions.	Average Number monthly during the year.	Number of Scholars on the Rols on 31st March.	Average Number on the Rols Monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March, learning			Number of Institutions.	Average Number on the Rols Monthly during the year.	Average Daily Attendance.	Number of Scholars on the Rols on 31st March.	Average Number on the Rols Monthly during the year.	Average Daily Attendance.	English.	A Classical Language.	A Vernacular Language.	Grand Total of Institutions.	English.	A Classical Language.	A Vernacular Language.	Europeans and Russians.	Native Christians.	Hindus.	Mahomedans.	Others.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
			English.	A Classical Language.	A Vernacular Language.						English.	A Classical Language.	A Vernacular Language.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
Arts College.	10	742	620	597	742	165	578	12	828	686	624	828	147	701	3	124	111	101	124	609	663	539	609	135	107	25	1,603	1,694	329	1,386	4,144	101	402	4,244	117	10	19	10	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	1																																																																																																																																																																																																																																																																																																																																																																																																																																																										

EDUCATION COMMISSION—GENERAL TABLE 3.

Return of Expenditure on Educational Establishments in the Madras Presidency for the Official Year 1881-82.

[illegible][illegible]

EDUCATION COMMISSION.—GENERAL TABLE 4.

Return showing the Results of Prescribed Examinations in the Madras Presidency during the official year 1881-82.

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINERS.						NUMBERS PASSED.						CREED OF PASSED SCHOLARS.			PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR ON THE ROLLS OF THE CLASSES EXAMINED.			
	Government Institutions.	Aided Institutions.	Other Private Schools.	Total.	Government Institutions.	Aided Institutions.	Other Private Schools.	Total.	Government Institutions.	Aided Institutions.	Other Private Schools.	Total.	Hindus.	Muslims.	Others.	Government Institutions.	Aided Institutions.	Other Private Schools.	Total.	Government Institutions.	Aided Institutions.	Other Private Schools.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
ARTS.																							
Master of Arts	3	3	3	3	107	78	40	9	261	71	48	19	6	5	4	1	44	36	..	..	..	..	..
Bachelor of Arts	10	12	8	30	230	265	147	91	733	145	159	87	32	423	36	27	27	27	..	..	..	..	..
First Arts or Previous Examination																							
SCHOOLS.																							
Matriculation	19	48	59	126	476	1,384	1,336	526	3,722	224	429	405	71	1,129	19	150	18	15	..	..	..	..	..
Standard equivalent to Matriculation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	..	..	..	..	..
Comparative Examination of the Fifth Class, Boys	19	12	4	35	491	334	84	28	909	266	117	34	16	417	371	14	32	..	..	..	..	..	..
Middle School Examination	34	104	98	231	838	2,441	1,414	1,652	6,645	439	1,010	463	579	2,484	2,146	15	10	..	..	..	..	..	..
Comparative Examination of the Lower Fourth Class, Boys	55	18	13	86	1,126	543	214	..	1,883	716	227	122	..	1,065	..	..	..	..	..	..	..	..	..
Special Upper Primary	55	43	1	99	526	197	1	414	1,128	303	66	88	1	457	368	16	73	..	..	..	..	..	..
Primary	3	36	3	42	19	181	16	8	224	3	65	..	..	77	3	..	..	..	..	..	..	..	..
Upper Primary School Examination	276	700	64	1,049	2,982	6,211	494	73	9,760	2,102	3,981	278	51	6,412	484	48	31	..	..	..	..	..	..
Lower Primary School Examination	852	2,285	320	3,457	6,272	13,861	1,238	115	21,486	4,667	9,350	795	87	14,899	1,224	25	25	..	..	..	..	..	..
Lower Primary School Examination	18	208	14	240	145	1,450	45	2	1,642	103	1,091	28	2	Information not available.	3	13	4	4	..	..	..	..	..

(c.) This is termed 'the Higher Examination for Women.'

EDUCATION COMMISSION.—GENERAL TABLE No. 5.

Return showing the Number of Aided Schools under 'Native' and 'Other' Managers respectively, on the 31st March 1871, 1876, and 1882, and the Grants awarded during the years 1870-71, 1875-76, and 1881-82.

CLASSES OF INSTITUTIONS.	NUMBER OF SCHOOLS ON THE 31st MARCH				AMOUNT OF GRANTS IN								REMARKS.
	1871.	1876.	1882.		1875-76.				1881-82.				
					Provincial.	Local.	Municipal.	Total.	Provincial.	Local.	Municipal.	Total.	
Arts Colleges English GENERAL EDUCATION. English { For boys { For girls Schools. { Vernacular { For boys { For girls Building Grants Grants to 91 closed schools	...	...	3	...	...	...	...	...	Rs. 2,881	...	...	Rs. 2,881	
	257	262	704	96,058	69,318	624	1,849	71,791	42,550	27,890	10,797	81,237	
	...	3	8	...	1,266	...	...	1,266	1,003	...	264	1,273	
	1,594	5,040	5,498	67,379	18,768	1,06,147	30,523	2,15,438	22,280	1,90,971	17,103	2,30,414	
	19	54	107	3,009	7,307	...	3	7,310	27,719	...	1,037	28,756	
	...	...	...	1,118	...	...	...	1,118	497	1,449	190	2,136	
TOTAL UNDER NATIVE MANAGERS	1,900	5,359	6,230	1,67,655	97,777	1,60,771	32,375	2,96,923	96,936	2,20,310	29,451	3,46,697	a From the Educational Building Fund.
Arts Colleges English GENERAL EDUCATION. English { For boys { For girls Schools. { Vernacular { For boys { For girls	7	7	9	18,995	17,710	...	...	17,716	60,995	...	...	20,995	
	125	226	420	1,12,369	1,14,281	158	4,938	1,16,377	80,075	7,109	9,035	96,319	
	41	65	47	12,098	38,335	...	10	38,345	3,836	33	415	4,284	
	245	180	935	12,929	816	5,192	2,314	7,822	4,868	30,387	2,224	37,479	
	51	73	180	8,760	14,311	...	138	14,449	21,654	92	1,203	22,949	
	...	...	...	...	...	...	...	...	...	...	...	...	...
SPECIAL SCHOOLS ATTACHED AS DEPARTMENTS TO GENERAL SCHOOLS. Training Schools for Masters Do. for Mistresses Industrial Schools Building Grants Grants to 25 closed schools	5	4	3	8,707	8,524	...	...	8,524	6,4530	...	...	4,530	
	1	1	3	2,691	1,110	...	...	1,110	3,357	...	...	3,357	
	...	1	...	1,800	1,800	...	...	1,800	13,550	...	...	13,550	c From the Educational Building Fund.
	...	...	...	27,888	12,756	...	...	12,756	1,181	83	694	1,858	
	...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	...	...	...	...	...	...	d Rs. 1,400 appearing on page 22 of the Report, and included here.
TOTAL UNDER OTHER MANAGERS	475	537	1,597	1,95,437	2,08,969	5,350	4,400	2,15,719	1,54,946	37,704	13,471	2,05,221	
GRAND TOTAL	2,375	5,896	7,827	3,63,092	3,06,746	1,72,121	36,775	5,15,642	2,50,982	2,58,014	42,922	5,51,918	

NOTE.

The statistics for the year 1881-82, as given in the text and tables of the Madras Provincial Report, do not in every case agree with those quoted in the Report of the Commission. The difference is partly due to the figures adopted by the Commission being based on later or more complete information than the Provincial Committee possessed. But in the majority of instances the cause of the difference is to be found in the fact that the Committee include in their returns schools and colleges for Europeans and Eurasians, as well as unattached institutions for instruction in law, medicine, engineering, and technical arts; while the Commission have excluded both these classes of institutions, as not coming within the scope of their enquiry. With a view to bring in the provincial returns into closer accord with those adopted by the Commission, the five following tables are appended as a supplement to this Report. They exactly agree with the tables prepared by the Commission, but, while they omit the figures for the two classes of schools and colleges already mentioned, they are drawn up in a form that admits of their being readily compared with the returns incorporated in the Provincial Report:—

Number of Revenue Districts.	Total Area of Province.	Number of Towns and Villages.	Total Population.	Institutions and Scholars.	UNIVERSITY EDUCATION.	SCHOOL EDUCATION GENERAL.			TRAINING SCHOOLS OR SPECIAL SCHOOLS ATTACHED AS DEPARTMENTS TO GENERAL SCHOOLS.						PERCENTAGE OF		REMARKS.	
						High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools.	Other Schools.	Grand Total.	College and Schools for of Towns and Villages.		Male Scholars to Female Scholars to Population.
1	2	3	4	5	6	7	8	9	10a	10b	10c	10d	10e	10f	11	12	13	14
22	2139,300	252,051	Males 15,259,939 Females 15,575,836 Total 30,835,775	Institutions { For males For females	25	81	637	13,979	..	..	..	29	..	..	14,751	2833	..	
					..	2	44	507	..	..	4	..	..	557	1407	..		
					25	83	681	14,486	..	..	33	..	..	15,308	2940	..		
				Scholars { Males Females	1,707	4,836	19,049	326,614	..	..	..	799	..	..	353,003	..	231	
					..	2	402	34,029	..	..	..	157	..	..	94,590	..	92	
				TOTAL	1,707	4,838	19,451	360,643	..	..	..	956	..	..	387,585	..	125	

a Excluding Tadzhiks with a population of 323,167 souls.

EDUCATION—GENERAL TABLE 2a.
(As revised by the Commission.)

SUPPLEMENTARY TABLE.

Detailed Return of Colleges, Schools, and Scholars, in the Madras Presidency, for the official year 1881-82.

[illegible]

(a) Exclusive of all pupils in attached Middle Schools.
N.B.—i The term *classical languages* in columns 7, 14, 21, and 28, includes European and Oriental classical languages.
 ii By *arts* Schools are meant schools in which Government Officers, but receiving aid from Provincial Revenues or Local Rates, or cesses, or from Municipal funds.
 iii *Unaided* Schools are not managed by Government officers, and do not receive aid from Provincial Revenues or Local Rates, or cesses, or from Municipal funds.
 * Unaffiliated Schools and Colleges for professional and technical instruction, and schools for Europeans and Eurasians are excluded from this Table.
 † Attending Schools for Natives of India.

SUPPLEMENTARY TABLE.

EDUCATION.—GENERAL TABLE 3a.

(As revised by the Commission.)

Education in the Mexican Presidency for the official year 1881-82

Detailed Return of Expenditure on Education in the Madras Presidency for the official year 1881-82.

[illegible][illegible]

1. In calculating the expenditures from Provincial Revenues or any other Fund, all payments or contributions from fees or other sources credited to that Fund, have been deducted, and such payments have been shown as expenditures under the sub-head to which they belong.

2. The average amount of educating each pupil has been calculated on the average monthly number of the students enrolled.

3. The average monthly boarding and lodging, being for the common benefit of all classes of institutions is shown in columns 6 to 5 only.

4. The expenditures on universities, colleges for professional and technical instruction (Rs. 1,39,303) and to schools for European and Eurasians (Rs. 2,80,449) is excluded. The total expenditure on education in the Presidency (exclusive of all private unaided institutions and of the 9,300 in the Native States that administer their own system of education), was Rs. 34,67,660. The percentages in column 9 are calculated on the total expenditure Rs. 24,07,509.

EDUCATION.—GENERAL TABLE 4a.
(As revised by the Commission.)

SUPPLEMENTARY TABLE.

Return shewing the Results of University and Departmental Examinations in the Madras Presidency during the official year 1881-82.

NATURE OF EXAMINATION.	No. of INSTITUTIONS ENDING EXAMINERS.			NUMBER OF EXAMINERS.						NUMBER PASSED.				CREED OF PASSED SCHOLARS.			PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR ON WHICH THE RESULTS OF THE CLASS EXAMINED.			
	Govern-ment Institutions.	Aided Institutions.	Other Institutions.	Total.	Govern-ment Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Govern-ment Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Moho- medans.	Others.	Govern-ment Institutions.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES.																				
Master of Arts	3	3	3	9	107	78	48	36	221	9	71	48	34	155	4	1	17	44	36	27
Bachelor of Arts	10	11	2	23	230	258	48	9	627	145	155	34	32	366	6	24	27	27	27	27
First Arts or Previous Examination	13	14	2	29	337	336	48	127	857	216	203	34	38	496	6	42	...	...	...	...
TOTAL																				
SCHOOLS.																				
Matriculation	21	47	50	118	496	1,567	1,037	526	3,626	227	509	201	71	1,098	960	119	18	18	18	18
Standard equivalent to Matriculation	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Comparative Examination of the 5th Class	19	38	96	153	491	880	1,224	1,052	3,626	206	117	382	34	579	371	209	10	12	12	12
Middle School Examination	55	279	110	444	1,126	3,018	491	78	10,140	2,129	4,216	278	6	51	2,420	65	46	29	25	25
Comparative Examination of the Lower 4th Class	6	6	110	122	32	681	14	2	729	23	468	786	87	15,334	...	...	...	...	...	...
Upper Primary School Examination	855	2,301	390	3,546	6,318	14,495	1,238	115	22,166	4,705	9,747	786	2	1,273	...	...	...	...	...	...
Lower Primary School Examination	18	208	14	240	145	1,521	45	2	1,713	103	1,140	28	799	28,803	3,477	98	392	...	...	...
TOTAL	1,292	3,655	544	5,491	12,519	28,094	4,355	2,694	47,662	9,633	17,422	1,949	837	29,209	3,925	104	434	...	...	...
GRAND TOTAL																				

EDUCATION.—GENERAL TABLE 5a.
(As revised by the Commission.)

SUPPLEMENTARY TABLE.

Return shewing the Number of Aided Schools attended by Natives of India in the Madras Presidency on the 31st March 1871, 1876, and 1882, and of the Amounts of the Grants earned by those Schools during the official years 1870-71, 1875-76, and 1881-82 (a).

OBJECTS OF EXPENDITURE.	Number of Schools.			Grants earned.		
	1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.
UNIVERSITY EDUCATION.						
Arts Colleges { English	...	...	3	Rs.	Rs.	Rs.
{ Oriental	...	...	...	...	...	3,689
SCHOOLS FOR GENERAL EDUCATION.						
Primary and Secondary Schools { English (b) { For boys	287	262	692	96,058	71,791	87,630
{ For girls	...	3	6	...	1,266	654
{ Vernacular { For boys	1,594	5,040	5,602	67,379	2,15,438	2,38,970
{ For girls	19	54	52	3,009	7,310	4,747
PROFESSIONAL AND TECHNICAL SCHOOLS ATTACHED AS DEPARTMENTS TO PRIMARY OR SECONDARY SCHOOLS.						
Training Schools for Masters	...	...	...	...	...	...
Ditto for Mistresses	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Building-Grants	...	...	...	(c) 1,200	(c) 1,118	...
TOTAL	1,900	5,359	6,355	1,67,655	2,96,923	3,35,690
UNIVERSITY EDUCATION.						
Arts Colleges { English	7	7	8	8,995	17,716	16,710
{ Oriental	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.						
Primary and Secondary Schools { English (b) { For boys	125	226	390	1,12,369	1,16,377	76,407
{ For girls	41	65	28	12,098	38,345	8,882
{ Vernacular { For boys	245	160	741	12,929	7,822	27,262
{ For girls	51	73	174	9,760	14,449	22,882
PROFESSIONAL AND TECHNICAL SCHOOLS ATTACHED AS DEPARTMENTS TO PRIMARY OR SECONDARY SCHOOLS.						
Training Schools for Masters	5	4	3	8,707	8,524	4,603
Ditto for Mistresses	1	1	3	2,691	1,110	3,357
Industrial Schools	...	1	...	...	1,800	...
Other Special Schools	...	...	...	...	...	...
Building Grants	...	...	...	(c) 27,888	(c) 12,756	(d) 4,414
TOTAL	475	537	1,347	1,95,437	2,18,899	1,64,517
GRAND TOTAL	2,375	5,896	7,702	3,63,092	5,15,822	5,02,070

(a) European and Eurasian schools are entirely excluded from this table for the year 1881-82, but not for the two previous years.

(b) Inclusive of many primary English schools.

(c) The grants represent awards only, and do not tally with the return of actual expenditure shown in the General Table 3.

(d) Exclusive of Rs. 8,478 paid from the Educational Building Fund.

APPENDIX B.

EDUCATIONAL DEPARTMENT.

The Director of Public Instruction notifies for general information:—

- (I) The Educational Grant-in-Aid Code.
- (II) The Rules relating to the Middle School Examination.
- (III) The Rules relating to the Upper and Lower Primary School Examinations, embodying the modifications sanctioned up to 31st December 1881.

I.—EDUCATIONAL GRANT-IN-AID CODE.

Fort St. George, February 16th, 1880.

NOTIFICATION.

The following Educational Grant-in-Aid Code will come into force from the 1st April 1880 in supersession of all existing rules, subject to the relaxations and restrictions hereinafter mentioned.

2. Masters who are receiving half salary grants under the rules hitherto in force, will be eligible for one-third salary grants until the 31st March 1882, (a.) and Masters, who are receiving one-third salary grants, will be eligible for one-fourth salary grants until the same date.

3. Schools, which have been hitherto on the result system, will not be eligible for examination under the fifth and sixth and seventh standards during the official year 1880-81, but such schools will be at liberty to commence preparing pupils for examination under these standards with a view to obtaining grants in 1881-82.

4. Middle schools, which have been hitherto on the salary grant system, may apply for permission to relinquish their salary grants from the 1st April 1880, and to be placed on the result system from that date. Such schools may be allowed to present pupils under all the standards in 1880-81, provided that no objection is raised by the President of the Local Fund Circle or Municipality in which the schools are situated, or by the Director of Public Instruction, to the payment of such charges for result grants, as may in consequence devolve on Local, Municipal, and Provincial Funds respectively.

(By order of His Grace the Governor in Council.)

R. DAVIDSON,
Chief Secretary.

(a.) As noted on page 29 of the Report, this was altered to 1883.

EDUCATIONAL GRANT-IN-AID CODE—*continued.*

I.—INTRODUCTION.

1. Grants-in-aid of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools which impart a sound secular education, subject to the conditions hereinafter specified, and with due consideration of the requirements of each locality and of the funds at the disposal of Government.

2. Grants are given under two alternative systems, *viz.*—

- (1) The salary grant system.
- (2) The results grant system.

Grants are also given for—

- (3) The payment of normal scholarships.
- (4) The erection, purchase, enlargement, and rent of school-buildings.
- (5) The purchase of school-furniture, maps, books for school libraries, special apparatus, diagrams, examples, and tools.

II.—THE SALARY GRANT SYSTEM.

(a)—*Conditions of Aid.*

3. It will be essential to the consideration of any application for aid under the salary grant system, that the school on behalf of which it is preferred shall be under the management of one or more persons, who, in the capacity of proprietors, trustees or members of a committee elected by the society or association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

4. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies, and registers of attendance, to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

5. Except in the case of normal schools for training teachers and of female schools, such monthly schooling fees must be levied as may from time to time be prescribed by Government.

6. No salary grant shall be given until a fairly suitable building has been provided.

7. No salary grant shall be given or continued, to any school which cannot show an average attendance for three months of at least twenty pupils.

EXCEPTION.—The Director of Public Instruction may exempt from the operation of this rule schools in small towns in the *mofussil* intended for the education of poor European and Eurasian children on satisfactory proof that there are not a sufficient number of children of the above classes of school-age resident in the town to provide so high an average attendance.

8. Generally a teacher will not be eligible for a grant unless he or she spends at least four hours per diem in secular teaching, but in the case of pundits teaching oriental languages alone, and mistresses teaching needle-work alone, two hours per diem will suffice, and in the case of teachers instructing college classes three hours will be accepted.

(b) *Issue, Transfer, Withdrawal, and Payment of Grants.*

9. Applications for grants in aid of masters and mistresses must be sent to the Director of Public Instruction through the Inspector of the division.

10. Except in cases in which a reference to Government is required, all grants from provincial funds will be sanctioned by the Director of Public Instruction.

11. Grants not exceeding rupees 10 per mensem may be transferred, reduced, or withdrawn by an Inspector of Schools. The transfer, reduction, or withdrawal of grants exceeding the foregoing limit will be made by the Director on the recommendation of an Inspector.

12. A teacher absent on leave for a period not exceeding six months may, with the sanction of the Inspector of the division, when the monthly salary grant does not exceed rupees 10, or with the sanction of the Director of Public Instruction if it exceeds that amount, receive half his or her grant during such absence, and the other half may be assigned to any fairly-qualified substitute, provided that the managers of the school contribute the proportion required of them under these rules towards the salaries of the absent and officiating teachers.

13. In cases in which the managers of a school may desire to draw a grant for an absent teacher for a period exceeding six months, the sanction of Government shall be obtained.

14. All grants in aid of the salaries of masters and mistresses will be paid monthly. It will be essential to the payment of such grants that the proportion which the managers are required to contribute for the purpose for which the grants may have been sanctioned shall be duly paid. All grant bills shall, therefore, contain a declaration that the teachers have received the portion of their salaries payable by the managers.

(c) *Nature of Certificates and Amount of Grants.*

15. Subject to the conditions prescribed in these rules, a grant not exceeding one-half of the total salary within the prescribed limits will be given to schoolmistresses holding normal or ordinary certificates, and also to masters in certain cases hereinafter mentioned.

16. A grant not exceeding one-third of the total salary within the prescribed limits will be given to masters holding normal certificates and to uncertificated mistresses who have passed the higher, middle school, or special upper primary examination.

17. A grant not exceeding one-fourth of the total salary within the prescribed limits will be given to masters holding ordinary certificates.

18. A grant not exceeding one-fifth of the total salary within the prescribed limits will be given to uncertificated masters who have passed one of the Madras University examinations or the middle school or special upper primary examinations, or any examination which shall be declared equivalent to such examinations.

19. Normal certificates will be given only to persons who have gone through a full course of training in a normal school for a period of twelve months, and who have passed the following tests:—

- (1) The general education test of the grade for which the teacher is a candidate.
- (2) The test in the theory of school management prescribed for the grade.
- (3) Teaching a class in the presence of an Inspector, or in the case of a fifth-grade teacher or third-grade mistress, of a Deputy Inspector.
- (4) Reading aloud a passage selected by the examiner in the language or languages brought up by the candidate.

20. Ordinary certificates will be given to persons who—

- (1) have passed the general education test and the test in school management prescribed for the grade for which they are candidates;
- (2) have been actually employed as teachers for at least two years in schools under Government inspection; and
- (3) have obtained a favourable report from an Inspector or Deputy Inspector on their reading and ability to teach a class, and on the mode in which they have done their work generally.

21. The departmental examinations for these tests will be held at Madras and at other places appointed by the Director of Public Instruction once a year, commencing on the 8th day of December, unless that day falls on a Sunday, when the examination will commence on the Monday following.

22. The examination of European and East Indian teachers in a vernacular will not be essential when they are employed in schools intended mainly for European and East Indian children. Similarly, in the case of Hindu or Mussulman teachers engaged in Hindu or Mussulman schools, examination in English will not be essential. In the case of teachers passing in but one language the maximum grant will be only 75 per cent. of the sum specified, except in the lowest grade, in which only one language is prescribed. This restriction shall not apply to masters of grades above the fifth, whose total salary does not exceed rupees 15, and to mistresses of grades above the third grade, whose total salary does not exceed rupees 50, the maximum salaries contemplated ordinarily to be given to fifth-grade masters and third-grade mistresses.

23. The certificates awarded to schoolmasters will be of five grades. The general education tests for these grades are shown below—

First Grade.—The B.A. Examination of the Madras, Calcutta, or Bombay University.

Second Grade.—The F.A. do. do. do. or do. do.

Third Grade.—The Matriculation do. do. do. or do. do.

Fourth Grade.—The Middle School Examination, First Class.

Fifth Grade.—The Special Upper Primary Examination laid down in Schedule C.

24. The tests in the theory of school management for normal and ordinary certificates of the above grades are laid down in Schedule D.

25. Graduates of Universities in Europe, America and Australia, and holders of certificates granted by the Committee of Councils on Education in Great Britain, or by the Commissioners of National Education in Ireland, will be placed in such grades as in the judgment of the Director of Public Instruction their attainments and other qualifications may render appropriate, and will be entitled to the same grants as the holders of normal certificates.

26. Salary grants will be ordinarily given according to the following maximum scale:—

Grades.	Maximum Salary contemplated.	Grants to Holders of Normal Certificates.	Grants to Holders of Ordinary Certificates.	Grants to Masters who have passed the General Education Test.
	Rs.	Rs.	Rs. A. P.	Rs.
I	240	80	60 0 0	48
II	120	40	30 0 0	24
III	60	20	15 0 0	12
IV	30	10	7 8 0	6
V	15	5	3 12 0	3

27. In cases in which the managers of a college or school may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated in the above scale, a proportionate grant may be assigned to him with the sanction of Government.

28. The nature of the work which a teacher is to do must be specified when a grant is applied for, and if it is proposed to permanently alter the character of that work, due previous intimation of the same must be given to the Inspector of the division. Usually grants will not be given or continued if a teacher is employed on work beyond his capacity. If, on the other hand, a teacher is employed on work below his capacity, he must expect to be paid according to his work, and not according to his qualifications. The following table shews the scale of salaries contemplated as suitable for the staff of a High school for boys complete in all its departments and the qualifications expected for these salaries:—

Class.	Qualifications expected.	SALARIES CONTEMPLATED.	
		From	To
HIGH SCHOOL.			
Sixth or Matriculation	B.A.	Rs. 150	Rs. 240
Fifth or Preparatory Matriculation	B.A. or F.A.	80	120
MIDDLE SCHOOL.			
Upper Fourth	B.A. or F.A.	60	80
Lower Fourth	F.A., F.A., or Matriculate	40	60
Third	F.A. or Matriculate	30	40
UPPER PRIMARY.			
Second	Matriculate or 4th Grade	20	30
LOWER PRIMARY.			
First	Matriculate or 4th Grade	15	20
Preparatory B (Vernacular)	4th or 5th Grade	10	15
Do. A (do.)	5th Grade	7	10
Writing Master	Matriculate or 4th Grade	15	30
Pundit	Matriculate, 4th, or 5th Grade	15	30

29. With the sanction of Government, masters employed in—

(a) Poor schools, especially schools for poor Europeans and East Indians.

(b) Muhammadan schools,

may, if they have passed the general education test, receive half salary grants; or if they have not passed this test, but are approved by the Inspector, one-third salary grants.

30. In other peculiar cases, when a qualified master cannot be procured, a salary grant of one-third may, with the sanction of Government, be assigned to a master approved by the Inspector.

31. A pundit who has passed the general education test for the fifth grade may receive the salary grant of a master of the fourth grade, if he is employed in teaching students of the First Arts class, and the salary grant of a master of the third grade, if he is employed in teaching students preparing for the B.A. degree.

32. A Master of Arts of the Madras University who has passed in the third or fourth branch (physical science or biology) may receive a half salary grant of rupees 50 in addition to such other salary grant as he may be entitled to on condition of his teaching one or more of the subjects prescribed for these branches for not less than two hours in the college or school in which he is employed.

33. A Bachelor of Arts of the Madras University who has passed in physical science as his optional subject may receive a half salary grant of rupees 25 on similar conditions.

34. A half salary grant of rupees 10 may be assigned on similar conditions, to any teacher of physical science who—

(a) has passed the preliminary scientific examination prescribed for the M.B. and C.M. examination of the Madras University;

(b) has attended a course of lectures on chemistry or botany in the Madras Medical College, and has received a certificate stating that he is qualified to teach the elements of the subject;

(c) has attended a course of lectures on one of the subjects prescribed for the physical science branch of the B.A. degree in any affiliated college provided with the requisite means of teaching the subject, and has received a certificate stating that he is qualified to teach the elements of the subject.

35. A master who has undergone a full course of training in the school of agriculture and has received a certificate of qualification as an agriculturist may receive a half salary grant of rupees 25 on similar conditions.

36. A master who has attended a course of lectures in the school of agriculture, has undergone a partial training in practical agriculture, and has received a certificate stating that he is qualified to teach the elements of the subject, may receive an additional half salary grant of rupees 10 on similar conditions.

37. A master who has gone through the full course of the Madras School of Industrial Arts and has received an Art Master's certificate may receive a half salary grant of rupees 25 on similar conditions.

38. A master who has gone through a regular course of instruction in the Madras school of industrial arts and has received a certificate of the third stage, second degree, may receive an additional half salary grant of rupees 10 on similar conditions.

39. The extra grants laid down in paragraphs 32, 33, 34, 35, 36, 37 and 38, may also, with the sanction of Government, be assigned on similar conditions to any qualified teacher of physical science, agriculture, or drawing, who can produce a diploma or certificate, equivalent in value to those above specified.

40. The certificates awarded to schoolmistresses will be of three grades. The general education tests for these grades are as shown below:—

First Grade.—The matriculation examination of the Madras, Calcutta, or Bombay University, or the higher examination laid down in Schedule A.

Second Grade.—The middle school examination, 1st class, with the test in needle-work laid down in Schedule B.

Third Grade.—The special upper primary examination laid down in Schedule C.

41. The tests in the theory of School management for normal and ordinary certificates of the above grades are laid down in Schedule D.

42. Schoolmistresses holding certificates from the Committee of Council on Education in Great Britain or the Commissioners of National Education in Ireland will be placed in the first grade.

43. Salary grants will be ordinarily given according to the following maximum scale:—

GRADE.	Maximum Salary contemplated.	Grants to Holders of Normal and Ordinary Certificates.	Grants to Mistresses who have passed the General Education Test.
	Rs.	Rs.	Rs.
I	120	60	40
II	60	30	20
III	30	15	10

44. In cases in which the manager of a school may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated by the above scale, a proportionate grant may be assigned to her with the sanction of Government.

45. The rule laid down in paragraph 28 applies also, *mutatis mutandis*, to applications for grants for schoolmistresses. The following table shows the scale of salaries contemplated as suitable for the staff of a high school for girls, complete in all its departments, and the qualifications expected for these salaries:—

CLASSES.	Qualifications expected.	SALARIES CONTEMPLATED.	
		From	To
HIGH SCHOOL.			
Sixth or Matriculation	Certificate of Great Britain or Ireland, Matriculate or 1st Grade.	100	120
Fifth or Preparatory Matriculation	Do. do.	80	100
MIDDLE SCHOOL.			
Upper Fourth	Do. do.	60	80
Lower Fourth	1st or 2nd Grade	40	60
Third	Do. do.	30	40
UPPER PRIMARY.			
Second	2nd or 3rd Grade	20	30
LOWER PRIMARY.			
First	2nd or 3rd Grade	15	20
Preparatory B	3rd Grade	10	15
Do. A	Do.	7	10
Writing Mistress	2nd or 3rd Grade	15	30
Pundit (if a man)	4th or 5th Grade	15	30
Sewing Mistress	2nd or 3rd Grade	15	30

46. With the sanction of Government mistresses employed in poor schools, especially schools for the European and Eurasian poor, and in schools for Muhammadans, may, if they have passed the General Education Test, receive half salary grants, and in the case of all schools for girls, when a qualified mistress cannot be procured, a mistress approved by the Inspector of the Division, or, in the case of the Town of Madras, by the Inspector of Girls' Schools, may receive a grant of one-third salary.

46. (a). In special cases, when a qualified Sewing Mistress cannot be procured, a salary grant of one-fourth may be assigned by the Director to a tailor approved by the Inspector.

47. The additional salary grants laid down for male teachers of physical science and drawing will be also given to female teachers on similar conditions.

48. Applications for grants in aid of the salaries of Instructors in Industrial Schools and Gymnasias will be disposed of by Government, each case being determined as far as possible by the analogy of the rules relating to salary grants.

III.—THE RESULTS GRANT SYSTEM.

(a.) SELECTION OF SCHOOLS.

49. Every manager who desires to have his school examined for a grant under the results system, shall forward before the 31st December an application in the subjoined Form E to the president of the local fund board or municipality in which the school is situated. In Madras, the managers of schools other than poor schools shall forward their applications to the Director of Public Instruction before the above-mentioned date, and managers of poor schools only shall forward their applications to the President of the Madras Municipality before the 30th September.

50. Every such application shall be referred to the Deputy Inspector, who shall, as soon as possible after the 1st January, embody the substance of all the applications referred to him in a tabular statement, and shall submit the same to the Inspector of the Division with a covering letter, in which he shall briefly state any facts which he may consider it desirable to communicate regarding the respective claims to aid of the several schools applying for grants, and shall also name the date on which he proposes to examine each school. In the Madras Municipality the Deputy Inspector shall submit the tabular statement and letter relating to poor schools as soon as possible after the 1st October.

51. A copy of this letter and list shall be furnished by the Inspector of the Division with his own opinion to the local fund board or municipality, who shall determine what schools shall be eligible for results grants payable from local or municipal funds during the ensuing official year. A list of such schools and of the dates fixed for their examination shall be published in the District Gazette before the 31st March, and no other schools shall be examined for results grants payable from local or municipal funds without special orders from the president. In the Madras Municipality the list of poor schools and of the dates fixed for their examination shall be published in the *Fort St. George Gazette* before the 31st December.

52. Such portions of the list and reports as relate to schools applying for results grants payable from provincial funds shall be forwarded by the president of the local fund board or municipality with his own opinion to the Director of Public Instruction, who shall decide what schools shall be eligible for results grants payable from provincial funds during the ensuing official year and under what standards, such schools shall be examined. The names of such schools, the dates fixed for their examination, and the standards under which they are to be examined, shall be published by the president of the local fund board or municipality in the District Gazette, and no other schools shall be examined for results grants payable from provincial funds without special orders from the Director of Public Instruction.

53. In the selection of schools to be aided, the amount of funds available and the educational wants of the special neighbourhood and of the circle or municipality itself will be taken into consideration.

54. An appeal shall lie to Government from any order passed by the president of a local fund board or municipality, or by the Director of Public Instruction, refusing to declare a school eligible for results grants. The omission from the published list of any school for which an application (E) has been submitted within the prescribed time, shall be deemed equivalent to an order of refusal.

(b.) CONDITIONS OF AID.

55. No school shall be deemed eligible for a results grant if it contains classes above the sixth class of Government school.

56. A school receiving aid under the salary-grant system cannot claim assistance in the same official year under the payment-for-results system, and similarly a result school cannot be aided under the salary-grant system.

57. A school cannot receive aid under the salary-grant system for one portion of the school and under the result-grant system for another.

58. Amongst schools otherwise equally eligible a preference will be given to those in which school fees are levied and trustworthy returns of such fees are submitted.

59. All schools receiving aid under the system of payment for results shall furnish such returns and statements as may from time to time be prescribed.

60. Regular registers of admissions, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded.

61. The attendance registers must be marked every time that the school meets.

62. The village or house-name of the pupils must be written in full in all the registers, and when there are two pupils of the same name, the father's name must be added. No entries are to be made in pencil, to be inked over afterwards. There must be no blanks or erasures. If any error has been made, it must be corrected by a foot-note. And in every case the register produced must be the original register, and not a fair copy.

63. Every register must have the pages numbered before any entries are made in it.

(c.) EXAMINATIONS.

64. A school shall be examined for a results grant once a year. (a.)

(a) The right Honorable the Governor in Council hereby notifies that the following Article has been substituted for Article 64 of the Grant-in-Aid Code, to have effect from the 1st January 1893 next:—"A school shall be examined for a results grant once a year, as far as practicable, at intervals of twelve months. The grant being for the work of a school year, which, as a rule, begins to run from the date from which a school is recommended by the Inspector for admission to examination under Article 51, or, in case of a school already on the list, from the date of the last annual examination for grant. The annual grant is the aggregate sum of individual grants passed to pupils by the examining officer according to the scale fixed in Article 76 for the school year, but if the examination be held after the lapse of a period greater or less than a year, then the total grant shall, except when otherwise ordered by the Director, be increased or diminished by one-twelfth for each month more or less than a year."—*Fort St. George Gazette, Sept. 26, 1892.*

65. Local fund boards and municipal boards are invited to depute one or more members to be present at such examination. In villages the head of the village and other local village officials are invited in like manner to attend, and should be present at such examination.

66. The subjects of examination under the several standards are specified in Schedule F. English-speaking children may bring up the English language as their Vernacular and one of the Vernaculars of this Presidency as an extra language. Mussulman children are permitted to bring up Hindustani as their Vernacular with a Hindu language or Persian or English as their extra language, or a Hindu language as their Vernacular with Hindustani, Persian, or English as their extra language.

67. In the third and fourth standards the choice is given of certain alternative subjects. In the third standard history may be substituted for English or the extra language. In the fourth standard any two of the three following subjects, viz., history, hygiene, and agriculture, may be substituted for English or the extra language in boys' schools. In girls' schools only history and hygiene may be so substituted.

68. To be eligible for examination a pupil must have attended the school for at least ninety days [or in the Nilgiri District and the Wynad Taluk of the Malabar District seventy-five days] during the six working months preceding the examination. Attendance for not less three hours will suffice to allow a day to count.

69. Only such pupils as have been actually studying within the standards throughout the six working months preceding the inspection shall be eligible for examination.

70. A pupil presented under the first or second standard will not receive any grant unless he or she passes in at least two of heads 1, 2, or 3 of the standard. A pupil presented under the third or fourth standard will not receive any grant unless he or she passes in at least three heads, two of which must be 2, or 3. Under the fifth and sixth standards, in each of which there are four heads, a grant may be given even if a pupil passes only in one head.

71. A pupil is not to be presented for examination under the first, second, third, or fourth standard if he has already received a grant for that standard. Under the fifth and sixth standards he may be presented again as often as may be necessary, provided he remains in the same class, but no second grant will be given for the head or heads under which he has already passed.

72. To pass in any head of the first, second, third, fourth, fifth, or sixth standard a pupil must secure one-half the marks assigned to that head. Forty per cent. may, however, be accepted if the deficiency under one head is compensated by an equivalent proficiency under another.

73. When it is evident that some of the results attained at examination are due to some other school in the town or village, no grant shall be passed for those results, and the ground on which it is proposed to withhold it shall be reported for approval to the president of the local fund board or municipality, if the grant is one payable from local or municipal funds, or to the Inspector of the Division, if the grant is one payable from provincial funds.

74. Any falsification of the registers, any misrepresentation regarding the fees and attendance, any deception in the presentation of pupils, and any other fraud or irregularity, shall be similarly reported after the completion of the examination, and the countersigning officer will have the power to withhold the grant in such cases and to take any ulterior measures which the occasion may appear to him to demand.

75. As soon as possible after the conclusion of the examination the inspecting officer shall furnish the manager with a statement giving the names of the pupils passed, the standards under which they were examined, and the marks which they obtained under each head.

(d.) RESULTS GRANTS.

76. The maximum scale of grants claimable under these rules in primary and middle schools is shown below. Rates less than maximum rates may be given to any school when a smaller proportion of aid is evidently sufficient:—

A.—Primary Schools.

Standards.	VERNACULAR.						ALTERNATIVE SUBJECTS.						TOTAL.	Extra Subject for Girls.	
							English or Extra Language.			Vernacular.					
	1	2	3	4	5	6	7	8	9	10	11	12		13	
	Reading.	Writing.	Arithmetic.	Poetry.	Grammar.	Geography.	Reading.	Writing.	Grammar.	History.	Hygiene.	Agriculture.		Needle-work.	
I .	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	
II .	1 0	0 8	1 6	...	...	...	...	...	...	...	...	...	2 8	1 0	
III .	1 0	1 0	1 8	0 8	...	...	...	...	...	...	...	...	4 0	1 8	
IV .	1 4	1 0	2 0	0 12	1 0	0 8	2 0	1 0	...	3 0	...	...	9 8	2 0	
	2 0	1 0	3 0	1 0	1 8	1 8	3 0	1 8	1 8	3 0	3 0	3 0	16 0	3 0 (Lr. test). 4 0 (Hr. test).	

B.—Middle Schools.

Standards.	I. Vernacular.	II. English.	III. Mathematics.	IV. Geographic and History.	Total.	REMARKS.
	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	
V	4 0	6 8	3 8	4 0	18 0	
VI	4 0	7 0	5 0	4 0	20 0	
VII	...	...	...	...	25 0	The Middle School Examination.

77. The grants for girls under heads I to II in primary schools and in heads I to I in middle schools will be 75 per cent. higher than those named in the scale.

78. All prospective reductions in the scale of grants, whether general or affecting particular schools, shall be notified in the District Gazette when the list of schools to be aided is published.

79. The inspecting officer will, immediately after the examination of a school, furnish the manager with a certifying memorandum, or, if the school claims grants from district funds, with two certifying memoranda, showing the number of pupils examined and passed under each standard and the grant claimable in consequence either at the maximum rates or at the reduced rates noted in the Fort St. George or District Gazette. The certifying memorandum will be printed in book form with a counter-foil containing an abstract of the details given in the memorandum, the pages being marked serially. The responsibility for the supply of forms for schools aided from local or municipal funds will rest with the boards concerned, but in the case of schools aided from provincial funds with the Director of Public Instruction.

80. If the grant is payable from local or municipal funds the certifying memorandum duly endorsed by the manager will be submitted immediately by the manager to the president of the local fund board or municipality for payment, or to such officer as he may authorize to act on his behalf. In the case of delay on the part of a manager to present the memorandum for payment, the board concerned may inflict a fine, and should the delay exceed three months may withhold payment altogether.

81. If the grant is payable from provincial funds, the certifying memorandum duly endorsed by the manager shall be submitted to the Inspector of the Division, on whose countersignature the grant therein specified shall be paid by the officer in charge of the Musur or Taluk Treasury as the Accountant-General may direct. In case of undue delay on the part of a manager in forwarding the memorandum to the Inspector, that officer, before countersigning it, shall refer the matter for the orders of the Director, who may inflict a fine or, should the delay exceed three months, withhold payment altogether.

82. All results grants earned by boys under the first, second, and third standards shall be payable from local and municipal funds. All other results grants shall be payable from provincial funds. In the Madras Municipality all results grants earned by boys or girls in poor schools under the first, second, and third standards shall be payable from municipal funds; and all grants earned by such boys or girls under the fourth standard shall be payable from provincial funds. All results grants earned in the Madras Municipality in schools which are not poor schools shall be payable from provincial funds.

83. If, owing to any miscalculation, the fund available for the payment of results grants runs short of the amount required, all unpaid claims due for the past year shall be discharged before any sums are paid for grants earned during the current year.

IV.—NORMAL SCHOLARSHIPS.

84. Half grants will be given according to the following maximum scale on account of scholarships to normal students in well-organized normal schools:—

GRADE FOR WHICH PREPARING.	MALE STUDENTS.		FEMALE STUDENTS.	
	Maximum Stipend contemplated.	Grants.	Maximum Stipend contemplated.	Grants.
I	Rs. A.	Rs. A.	Rs. A.	Rs. A.
II	15 0	7 8	12	5 0
III	12 8	6 4	9	4 8
IV	10 0	5 0	6	3 0
V	7 0	3 8	...	...
	5 0	2 8	...	...

85. In the case of students who are being taught as well as being trained, a grant for a scholarship will be tenable in each grade for two years. In the case of students who have passed the general education test of the grade, and are only being trained, a grant for a scholarship will be tenable for one year.

V. SCHOOL BUILDINGS.

86. Grants will be made towards the erection, purchase, or enlargement of a school building on the following conditions:—

1st.—That in each case the managers of the school shall contribute double the amount of the grant.

2nd.—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement, in aid of which the grant is sought.

3rd.—That the amount applied for shall not exceed what may be considered reasonable, taking into account the budget provision for the year, the importance of the school, and any previous grants which may have been issued to the managers of the institution.

4th.—That the application, which should be submitted before the commencement of the undertaking, shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged. The plan and estimate will be retained in the Director's office.

5th.—That previous to the disbursement of the grant it shall be certified by the District Engineer, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with as provided for in the plan and estimate previously sanctioned. Also that before disbursement the managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.

6th.—That in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being diverted prior to the lapse of twenty years from the date of the issue of the grant to other than educational purposes, the managers at the time of the diversion shall refund to Government such portion of the grant allowed them as shall be determined by arbitrators, who, in making their award, shall take into consideration the length of time the building has been used as a school-house, and its consequent deterioration; but in the event of such managers failing to make such refund, then they shall sell the building to Government at a valuation to be determined by arbitrators, who, in making their award, shall deduct from the price such portion of the grant as may seem equitable, regard being had to the length of time the building has been used as a school-house, and its consequent deterioration.

7th.—That the arbitrators referred to in the last preceding rule shall be three in number, one of whom shall be nominated by Government, another by the managers of the school, and the third by the two arbitrators so appointed; and in case of the arbitrators differing in opinion, the award of the majority shall be binding and conclusive on all parties.

87. Building grants on account of schools are not intended to provide house accommodation for teachers or pupils.

88. Grants are not given to pay off debts for building, nor in consideration of former expenditure for building, nor for the maintenance of buildings.

89. When a school is held in a building not owned by the managers, and for which rent is paid, a grant may be given not exceeding one-third of such rent.

90. Building grants not exceeding Rupees 1,000 may be sanctioned by the Director of Public Instruction.

VI.—SCHOOL FURNITURE, MAPS, SCHOOL LIBRARIES, APPARATUS, DIAGRAMS, EXAMPLES AND TOOLS.

91. No grants will be given for the payment of school servants, contingent charges, and prizes, but grants will be issued once to any college or school for the purchase of school furniture, special apparatus, diagrams, and examples, required for the instruction of pupils in science or art.

92. Grants for special apparatus will be confined to articles of a non-destructible nature. Hence no aid will be afforded in the purchase of breakable articles, such as glass retorts, test-tubes, &c., nor indeed generally in the purchase of articles to be used by the student, as distinguished from those of a permanent and illustrative character, which are required by the teacher in giving instruction in science or art.

93. Grants may be given once in five years on account of maps, and at such intervals as the Director of Public Instruction may consider expedient on account of school libraries.

94. All applications for these grants must be accompanied by a priced list of the furniture, apparatus, maps, books, diagrams, and examples which it is proposed to purchase. In the event of the grant being sanctioned, half the cost of the articles will be paid on the Director of Public Instruction being satisfied that they have been provided. No grants will be allowed for any school benches made without backs.

95. In the event of the college or school being closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture, maps, books, apparatus, diagrams, and examples, towards the supply of which the grant was given, at a valuation to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for depreciation due to wear and tear.

96. Grants may be given on similar conditions for the purchase of tools in Industrial Schools and in other schools which have an Industrial Department, with the exception that the restriction in Rule 92 will not apply to these grants.

97. Grants may be given on similar conditions for the purchase of gymnastic apparatus.

98. Grants for school furniture, maps, books, apparatus, diagrams, examples, tools, and gymnastic apparatus not exceeding Rupees 200 may be sanctioned by the Director of Public Instruction.

99. Grants not exceeding Rupees 200 for class-books for the use of children in poor schools may be sanctioned by the Director of Public Instruction at such intervals as he may deem expedient, on condition that the books remain the property of the schools concerned and are used by children during the school-hours only.

A. THE HIGHER EXAMINATION (FOR WOMEN).

I.—COMPULSORY SUBJECTS.

A.—English—(Maximum 150 marks, minimum 50 in the case of Europeans and Eurasians, and 30 in the case of Natives.)

- (a.) Dictation—A passage from a book equal in difficulty to the matriculation prose text-book. (20 marks.)
- (b.) Questions on the prose and poetry appointed for the ensuing matriculation examination. (50 marks.)
- (c.) Questions on the language generally. (30 marks.)
- (d.) *a* Translating into the vernacular one or more passages from a book not previously studied, equal in difficulty to Lethbridge's Easy Selections. (20 marks.)
- Or if the candidate knows no vernacular, paraphrasing one or more passages of poetry not previously studied equal in difficulty to Gay's Fables. (20 marks.)
- (e.) *a* Translating into English one or more passages from the vernacular. (30 marks.)
- Or if the candidate knows no vernacular, composition, such as a description of a place, an account of some useful, natural or artificial product, or the like. (30 marks.)

B.—Vernacular Language—(Maximum 150 marks, minimum 30 in the case of Europeans and Eurasians, 50 in the case of Natives.)

- (a.) Dictation—A passage from a book equal in difficulty to the matriculation prose text-book. (20 marks.)
- (b.) Questions on the prose and poetry appointed for the matriculation examination. (55 marks.)
- (c.) Questions on the grammar, structure, and idiom of the language. (40 marks.)
- (d.) Original composition of the matriculation standard. (35 marks.)

C.—Arithmetic—(Maximum 80 marks, minimum 30.)

The first four simple and compound rules, reduction, vulgar and decimal fractions, simple and compound proportion, practice, extraction of the square root, interest.

D.—Geography and Indian History.

- (a.) General geography, and the geography of India in particular. (Maximum 60 marks, minimum 20.)
- (b.) The History of India from 1817 to 1858. (Maximum 50 marks, minimum 17.)

II.—OPTIONAL SUBJECTS.

E.—Mathematics—(Maximum 80 marks, minimum 20.)

Euclid.—The first two books with easy deductions.
Algebra.—Addition, subtraction, multiplication, division, involution and evolution of algebraical quantities, and simple equations with easy deductions.

F.—Physics—(Maximum 80 marks, minimum 20.)

Balfour Stewart's Physics (Macmillan's Science Primers), first 67 paragraphs, or any similar book.

G.—Chemistry—(Maximum 80 marks, minimum 20.)

Roscoe's Chemistry (Macmillan's Science Primers), or any similar book.

H.—Botany—(Maximum 80 marks, minimum 20.)

Hooker's Botany (Macmillan's Science Primers), with the exception of Sections XIX and XXV, or any similar book.

I.—Geology—(Maximum 80 marks, minimum 20.)

Geikie's Geology (Macmillan's Science Primers), or any similar book.

J.—Astronomy—(Maximum 80 marks, minimum 20.)

Lockyer's Astronomy (Macmillan's Science Primers), or any similar book.

K.—English History—(Maximum 80 marks, minimum 20.)

The leading facts of the History of England to the year 1858.

L.—History of English Literature—(Maximum 80 marks, minimum 20.)

Brooke's English Literature (Macmillan's Literature Primers), or any similar book.

a In the case of European and Eurasian candidates translation into the vernacular will carry 30 marks from 20 and vice versa with native candidates.

M.—Needle-work—(Maximum 80 marks, minimum 25.)

Cutting out and working on fine cloth a finely-made European shirt, a native man's jacket, or a native woman's jacket and petticoat finely made—such portion as can be completed within the time available.

(a.) To obtain a certificate a candidate must pass in all the compulsory and two of the optional subjects. Candidates coming up for an imperfect certificate under Rule 22 will be required to pass the same examination with the exception of the omission of one language.

(b.) Marks will be deducted for bad writing and spelling in every subject.

(c.) The answers in the non-language subjects must be in English, except in the case of candidates who do not bring up English.

N.B.—To entitle a candidate to a first class, one-half of the total aggregate marks assigned to the subjects in which she appears must be obtained, to a second class one-third.

B.

THE MIDDLE SCHOOL EXAMINATION.

(a.) Male and female candidates, who obtain a first class in the middle school examination, but pass in one language only, fall under Rule 22. Such candidates can receive only imperfect certificates and the reduced grants attached to such certificates.

(b.) Female candidates must pass the following test in needle-work:—

Gathering, back-stitching, working button holes and darning calico, generally such work as is on the sleeve of a somewhat coarse shirt, or a native man's jacket.

C.

THE SPECIAL UPPER PRIMARY EXAMINATION.

I.—COMPULSORY SUBJECTS.

A.—English-speaking Candidates.

English—(Maximum 120 marks, minimum 40.)

- (a.) Dictation—A passage from a book equal in difficulty to Chambers' Moral Class Book. (20 marks.)
- (b.) Composition—A letter on some easy subject. (25 marks.)
- (c.) Grammar, as contained in any approved elementary grammar. (30 marks.)
- (d.) Poetry—Explanation of one or more passages from Selections in Poetry No. I, or such book as may from time to time be named by the Director of Public Instruction. (45 marks.)

B.—Vernacular-speaking Candidates.

Vernacular—(Maximum 120 marks, minimum 40.)

- (a.) Dictation—A passage from a book equal in difficulty to the Third Book of Lessons, Public Instruction Press. (20 marks.)
- (b.) Composition—A letter on some easy subject. (25 marks.)
- (c.) Grammar, as contained in the elementary grammars used in the first and second classes of a Government school, or any others of equal difficulty. (30 marks.)
- (d.) Text-book—Explanation of one or more passages from the following books (45 marks):—
Tamil—Poetical Anthology, No. I.
Telugu—Do. do. No. I.
Malayalam—Panchatantram, Part I.
Canarese—First Book of Canarese Poetry.
Uriya—Hitopodesh, Part I.
Hindustani—Urdu Poetical Reader (Majmaah Sakun). Part I, pages 1—30.
Persian—Gulistan, Book I, expurgated edition, or such books as may from time to time be named by the Director of Public Instruction.

C.—Arithmetic—(Maximum 80 marks, minimum 26.)

Four simple and compound rules, reduction, and vulgar fractions.
(English figures must be used, and the candidate must be acquainted with the principal Indian weights and measures.)

D.—Geography—(Maximum 60 marks, minimum 20, including Map-drawing.)

- (a.) The elements of general geography as given in any approved Geographical Primer.
- (b.) The geography of the Madras Presidency as given in the 'Short account' of the Madras School Book Society.

II.—ALTERNATIVE SUBJECTS.

D.—History—(Maximum 60 marks, minimum 15.)

The leading facts of the History of India to the fall of Seringapatam.

F.—Hygiene—(Maximum 60 marks, minimum 15.)

An elementary knowledge of the laws of health as contained in Dr. Dhanakoti Raja's Elements of Hygiene, First Lessons in Health by J. Berners; Personal Care of Health by Dr. Parkes, or any similar book.

G.—Agriculture (for male candidates)—(Maximum 60 marks, minimum 15.)

The elements of Indian agriculture as contained in Robertson's Agricultural Class Book or any other approved book.

H.—Needle-work (for female candidates)—(Maximum 60 marks, minimum 20.)

Hemming, top-sewing, and felling on fine cloth.

(a.) To obtain a certificate a candidate must pass in three compulsory and two optional subjects. Only one language can be brought up for this examination.

(b.) Marks will be deducted for bad writing and spelling in every subject.

(c.) The answers in the non-language subjects must be in the language brought up by the candidate unless the language is Persian, in which case the answers may be in Hindustani.

N.B.—To entitle a candidate to a first class, one-half of the total aggregate marks assigned to the subjects in which he or she appears must be obtained, to a second class one-third.

D.

SCHOOL MANAGEMENT.

First, Second, and Third Grade Schoolmasters and First Grade Schoolmistresses—

- To answer questions on the best methods of teaching English and Vernacular reading, spelling, grammar, composition, translation, writing, arithmetic, geography, and history in a high school.
- To answer questions in the art of oral teaching generally.
- To answer questions on the form of school registers, the mode of keeping them, making returns from them, and regarding the correct forms of official correspondence.
- To write notes of a lesson on a given subject.
- To answer questions on the organization of a high school.
- To answer questions connected with moral discipline, as affecting the character and conduct of the pupils of a high school.

Fourth Grade Schoolmasters and Second Grade Schoolmistresses—

- To answer questions on the best methods of teaching, reading, spelling, grammar, writing, arithmetic, geography, and history in a middle school.
- To answer questions on the art of oral teaching generally.
- To answer questions on the form of school registers, the mode of keeping them, and making returns from them.
- To write notes of a lesson on a given subject.
- To answer questions on the organization of a middle school.

E.
FORM OF APPLICATION.

1	2	3	4	5	6	7	8	9
LOCALITY.								
Circle or Municipality.	Taluk.	Town or Village.	Description of School.	Responsible Manager.	Name of Master and Name of examinations passed by them.	Average Number of Pupils during the last three months.	Average expenditure during the last three months.	Notes of Fees levied in each Class and collected by Fee Collectors during the last three months.
								Probable Number of Pupils that will be presented for examination under each head of each Class and Languages in which they will be presented.
								REMARKS.

I, the responsible Manager of the above school, promise to comply with all the provisions of the Grant-in-Aid Rules in case of my receiving a grant according to the system of payment for results.

Date

Signature of Manager.

F.

EXAMINATIONS UNDER THE RESULTS SYSTEMS.

Standards of Examinations.

Maximum of Marks.	Heads.	Tests.
		FIRST (LOWEST) STANDARD.
8	1st Head (Reading)	(a) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the first part of the First Book of Lessons.
8	.....	(b) To answer very simple questions on the meaning and subject-matter of the first part of the First Book of Lessons, or of an equivalent portion, previously prepared in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.
16	2nd Head (Writing)	(a) To transcribe in large hand on a slate, board, or cadjan a short sentence from the reading book in use.
4	.....	(b) To write from dictation short words out of the reading book in use.
8		
16	3rd Head (Arithmetic)	Notation and Numeration to four places of figures, Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines. English figures must be used in this as well as in the higher standards.
		Extra Subject for Girls.
16	13th Head (Needle-work)	Hemming on calico or coarse cloth.
		SECOND STANDARD.
6	1st Head (Reading)	(a) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the second part of the First Book of Lessons.
10	.....	(b) To answer simple questions on the meaning and subject-matter of the second part of the First Book of Lessons or of an equivalent portion, previously prepared, in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.
16		
6	2nd Head (Writing)	(a) To transcribe in round hand on a slate, board, or cadjan a sentence from the reading book in use.
10	.....	(b) To write from dictation short sentences out of any book, not previously studied, equal in difficulty to the second part of the First Book of Lessons.
16		

Standards of Examination—continued.

Maximum of Marks.	Heads.	Tests.
24	3rd Head (Arithmetic)	Notation and Numeration to seven places of figures. Multiplication table to 12 times 16. Four simple rules.
3	4th Head (Poetry)	(a) To recite a few lines of very easy poetry or moral aphorisms. Fifty lines to be brought up.
5	.....	(b) To answer simple questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
8		
24	13th Head (Needle-work)	Hemming, top-sewing, and felling on fine cloth.
		<i>Extra Subject for Girls.</i>
		THIRD STANDARD.
		<i>Vernacular.</i>
6	1st Head (Reading)	(a) To read with ease and correctness a few lines from any approved book not previously studied, equal in difficulty to the Second Book of Lessons, and also from a plainly written manuscript.
14	.....	(b) To answer questions on the meaning and subject-matter of the lessons comprised in a portion, previously prepared of the Second Book of Lessons, or any approved reading book of equal difficulty. Sixty pages to be brought up.
20		
6	2nd Head (Writing)	(a) To transcribe in small hand on paper a sentence from the reading book in use.
10	.....	(b) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Second Book of Lessons.
16		
32	3rd Head (Arithmetic)	Easy questions in the compound rules and reduction, restricted to the Indian weight, measures, and money tables published by the Director of Public Instruction. Easy mental arithmetic restricted to the simple rules.
4	4th Head (Poetry)	(a) To recite a few lines of easy poetry or moral aphorisms. One hundred lines to be brought up, not including any brought up under the first or second standard.
8	.....	(b) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
12		
16	5th Head (Grammar)	To answer questions on etymology, as contained in any approved elementary grammar, with easy applications of the rules to the reading book.
8	6th Head (Geography)	To point out on a map the districts, chief towns, and principal rivers and mountains of the Madras Presidency, and to have such a knowledge of the geography of the district in which the schools is situated as may be acquired from "A Short Account of the Madras Presidency" or any similar book.
		<i>English.</i>
12	7th Head (Reading)	(a) To read a few lines from any approved book, not previously studied, equal in difficulty to the First Book of Reading of the Madras School Book Society.
20	.....	(b) To construe a passage from the First Book of Reading or any approved book of equal length and difficulty previously prepared.
32		
8	8th Head (Writing)	(a) To submit a full copy-book in large hand, each page to be dated.
8	.....	(b) To write from dictation words from the English reading book in use.
16		
48	10th Head (History)	<i>Alternative Vernacular Subjects.</i> The leading facts of the History of India to the fall of Seringapatam in 1769, as contained in any approved Elementary History, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
		<i>Extra Subject for Girls.</i>
32	13th Head (Needle-work)	Gathering, back-stitching, working button holes and darning on calico, generally such work as is on the sleeve of a somewhat coarse shirt or a native man's jacket.
		FOURTH STANDARD.
		<i>Vernacular.</i>
8	1st Head (Reading)	(a) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Third Book of Lessons, and also from any ordinary manuscript.
24	.....	(b) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Third Book of Lessons, or any approved reading book of equal difficulty. Fifty pages to be brought up.
32		

Standards of Examination—continued.

Maximum of Marks.	Heads.	Tests.
4	2nd Head (Writing)	(a.) To transcribe in running hand on paper a sentence from the reading book in use.
12	.....	(b.) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third Book of Lessons.
16		
48	3rd Head (Arithmetic)	Miscellaneous questions in the compound rules and reduction, easy questions in vulgar fractions, mental arithmetic applied to bazar transactions. In Vernacular Schools the questions will bear exclusively on the Indian tables published by the Director of Public Instruction, including the native multiplication table of integers and fractions marked A, and the table used in native bazars marked B.
4	4th Head (Poetry)	(a.) To recite a few lines from any approved book of poetry or moral aphorisms equal in difficulty to the Poetical Anthology No. 1. Two hundred lines to be brought up not including any brought up under the previous standards.
12	.....	(b.) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
16		
24	5th Head (Grammar)	To answer questions in any approved elementary grammar with parsing and application of the rules of the reading book.
24	6th Head (Geography)	An elementary knowledge of the Geography of Asia, as contained in Ducan's Introduction to the Geography of the World, Part I, or any approved Geographical Primer.
		<i>English.</i>
12	7th Head (Reading)	(a.) To read a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society.
36	.....	(b.) To construe a passage from the Second Book of Reading, or any approved book of equal length and difficulty, previously prepared.
48		
8	8th Head (Writing)	(a.) To submit a full copy-book in round hand, each page to be signed and dated by the pupil.
16	.....	(b.) To write from dictation sentences from the English reading book in use.
24		
12	9th Head (Grammar)	(a.) Simple questions on etymology with parsing and easy applications of the rules to the reading book.
12	.....	(b.) Oral translation of very easy sentences into English.
24		
48	10th Head (History)	<i>Alternative Vernacular Subjects.</i> The leading facts of History of India from the fall of Seringapatam in 1769 to the abolition of the East India Company's political power in 1858, as contained in any approved elementary history, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
48	11th Head (Hygiene)	W. E. Bhansoti Raju's Elements of Hygiene or any approved book containing easy lessons on the preservation of health.
48	12th Head (Agriculture)	Robertson's Agricultural Class-Book or any other approved book.
		<i>Extra Subject for Girls.</i>
		Higher Test.
64	13th Head (Needle-work)	(a.) Cutting out and working on fine cloth a finely-made European shirt—such portion as can be completed within the time available.
	.....	Or Lower Test.
		(b.) Cutting out and working on fine cloth a native man's jacket, or a native woman's jacket and petticoat, finely made—such portion as can be completed within the time available.
		FIFTH STANDARD.
6	1st Head (Vernacular)	(a.) To read a few lines of poetry, not previously studied, equal in difficulty to the Anthology No. 1.
10	.....	(b.) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Brief Sketches of Europe, or any approved reading book of equal difficulty. Sixty pages to be brought up.
12	.....	(c.) To write from dictation a passage out of any prose book, not previously studied, somewhat more difficult than the Third Book of Lessons.
12	.....	(d.) To translate five lines from the portion prepared in the English Reading Book in use.

Standards of Examination—continued.

Maximum of Marks.	Heads.	Tests.
12	.....	(e.) To recite a few lines of poetry equal in difficulty to the Tamil Anthology No. II or the Telugu Nalacharithram, and to answer questions on the meaning and subject-matter. Three hundred lines to be brought up.
12	.....	(f.) To answer questions on any approved grammar equal in difficulty to pages 1—40 of Mahalingiah's Tamil Grammar, or pages 1—18 of Venkiah's Telugu Grammar.
64		
12	2nd Head (English)	(a.) To read a few lines from any approved book, not previously studied, equal in difficulty to the Third Madras Reader.
20	.....	(b.) To explain in the vernacular a passage from the Third Madras Reader, or any similar book, previously prepared. Fifty pages to be brought up.
8	.....	(c.) To exhibit a full copy-book in small hand, each page signed and dated by the pupil.
16	.....	(d.) To write from dictation five lines from the portion read of the reading book in use.
24	.....	(e.) To translate into English a fable or a portion of a fable from the Second Book of Lessons, or any similar book.
24	.....	(f.) To answer questions on the Grammatical Primer, Christian Vernacular Education Society, pages 1—40, or any approved grammar of equal difficulty.
104		
56	3rd Head (Arithmetic)	Simple and compound rules, reduction, vulgar and decimal fractions, mental arithmetic applied to bazar transactions.
32	4th Head (Geography and History).	(a.) The Geography of Europe as contained in the vernacular version of Duncan's Introduction to the Geography of the World, Part II, or any approved Geographical Primer.
32	.....	(b.) The leading facts of the History of India as contained in any approved Vernacular Text-book, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
64		
SIXTH STANDARD.		
6	1st Head (Vernacular)	(a.) To read a few lines of poetry, not previously studied, equal in difficulty to the Tamil Anthology No. II or the Telugu Nalacharithram.
10	.....	(b.) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of Brief Sketches of Europe or any approved reading book of equal difficulty. Seventy pages to be brought up, not including any brought up under the fifth standard.
12	.....	(c.) To write from dictation a passage from the Poetical Anthology No. I.
12	.....	(d.) To translate a passage from the portion prepared in the English Reading Book in use.
12	.....	(e.) To recite a few lines of poetry equal in difficulty to the Tamil Anthology No. II, or the Telugu Nalacharithram, and to answer questions on the meaning and subject-matter. Four hundred lines to be brought up.
12	.....	(f.) To answer questions on any approved grammar equal in difficulty to pages 41—70 of Mahalingiah's Tamil Grammar, or pages 19—36 of Venkiah's Telugu Grammar.
64		
12	2nd Head (English)	(a.) To read a few lines from any book, not previously studied, equal in difficulty to Barrow's Fourth Reader, English series.
24	.....	(b.) To explain in the vernacular a passage from Barrow's Fourth Reader, English series, or any similar book previously prepared, and to answer questions in English on the subject-matter.
12	.....	(c.) To exhibit specimens of writing in fair exercise books, each exercise to be signed and dated by the pupil.
16	.....	(d.) To write from dictation five lines from a book equal in difficulty to the reading book in use.
24	.....	(e.) To translate into English five lines from any book equal in difficulty to Brief Sketches of Europe.
24	.....	(f.) To answer questions on the Manual of English Grammar, Christian Vernacular Education Society, pages 1—132, or any Grammar of equal difficulty.
112		
48	3rd Head (Mathematics)	(a.) Arithmetic—as for the fifth standard with the addition of Practice and Simple Proportion.
32	.....	(b.) Euclid, Book I, to the end of the 16th proposition.
80		
32	4th Head (Geography and History).	(a.) The Geography of Asia as contained in Clyde's Elementary Geography or any similar book.
32	.....	(b.) The History of India as contained in Chapters I—IX of Morris' History of India or any similar book.
64		
SEVENTH STANDARD.		
The Middle School Examination.		

II.—MIDDLE SCHOOL EXAMINATION.

An Examination styled the *Middle School Examination* shall be held annually at such stations as may be determined on from time to time, and shall be open to the following persons:—

- I. All pupils [(a) boys, (b) girls] of the upper fourth class of government school or of a corresponding class in an aided or a private school recognized by the Director of Public Instruction, whose names were on the rolls on the 1st July preceding the examination, who were in attendance up to the date of application and who certify their intention of remaining in the school until the end of the calendar year. [No school may be recognized by the Director of Public Instruction which does not comply with the conditions of para. 3 of the Grant-in-Aid Code as regards management, which is not provided with an adequate staff of teachers, and a fairly suitable building and the necessary apparatus, and which cannot show an average attendance for six months preceding the examination of 20 pupils. In schools in Mofussil for poor European and Eurasian children the restriction regarding minimum attendance will not be enforced. No school which has not been recognized on or before the 1st July preceding the examination will be entitled to send up "pupils" in December of that year.]
- II. All other persons [(a) males, (b) females] who, if not already in the government service or employed as teachers in an aided or recognized private school, are under the age of 25 years at the date of the examination.

The examination shall be conducted by the Commissioner for the U. C. S. Examinations, and shall commence on the 1st December, or should that day fall on a Sunday, on the 2nd December.

2. The fee in the case of all school pupils of the upper fourth class of a government school, or of a corresponding class in an aided or recognized private school shall be for boys rupees 3; for all female candidates rupees 2; and in the case of all other persons rupees 8. Any candidate whether a pupil or not, bringing up, if a male more than five branches, or if a female more than four branches, shall pay an extra fee of rupee one.

3. The scheme of examination will embrace the following branches:—

- | | |
|--|------------------------|
| A. First (or Compulsory) Language. | G. Physical Geography. |
| B. Second (or Optional) Language. | H. Astronomy. |
| C. Geography, Map-drawing, and Indian History. | J. Botany. |
| D. Arithmetic. | K. Physiology. |
| E. Mathematics. | L. English History. |
| F. Introduction to Science. | M. Agriculture. |
| | N. Political Economy. |

4. Every male candidate must be examined in five, and every female candidate in four branches, but no male candidate may appear in more than seven, and no female candidate in more than six branches. All male pupils as above defined must bring up Branches A I, B, C, D, and E, and all female pupils Branches A (I or II) C, and D. All male candidates not being pupils must be examined in Branches A I, C, and D; all female candidates not being pupils in Branches A (I or II), C, and D. The choice of other branches is left to the candidate, but candidates who are not pupils, shall specify in their applications for examination the branches, if any, which they propose to bring up as *extra* branches.

5. BRANCH A.

First (or Compulsory) Language.

I.—ENGLISH, 180 MARKS.

- (a) *Hand-writing*.—Writing out rapidly in a good clear round hand a printed (or lithographed) 20 marks. paper;
 - Orthography*.—Writing from dictation a passage from a book equal in difficulty to Bradshaw's 20 marks. Fifth Reader, Sections I—X;
 - (b) *Grammar*, with special reference to the subjects treated in the C. V. E. Society's Manual of English Grammar, pages 69—176, or corresponding portions in any similar 30 marks. grammar;
 - Text-book*.—Bradshaw's 5th Reader or any other class-book authorized for use in the upper 55 marks. fourth class, with especial reference to the following particulars:—
- Explanation of words, passages, sentences, phrases, and idioms; framing simple sentences, to introduce correctly given words, phrases or idioms taken partly from the text-book and partly from books not previously studied of similar standard;
- Brief sketch of the subject-matter of any lesson in the text-book;
- Supplying ellipses.
- (c) *Translation*.—For Candidates whose Vernacular is not English.—(1). Translating into the 20 marks. candidate's vernacular one or more passages from a book equal in difficulty to Sections F—V of Bradshaw's Fifth Reader. (2). Translating Vernacular 35 marks. Narrative into English.

[Special permission will be granted to male pupils, ignorant of any language but English, to substitute another branch for Branch B, on the candidate's application for examination being supported by a recommendatory certificate from a Government Inspector of Schools, and bearing the countersignature of the Director of Public Instruction.]

(d) Candidates whose Vernacular is English will be required to bring up *Composition* in place of Translation, as follows:—

- 20 marks. (1) Writing a short letter on a given subject.
 20 marks. (2) Writing in the candidate's own words, a short description of a place, an account of some useful, natural, or artificial product, or the narrative of some recent event.
 15 marks. (3) Paraphrasing a short passage of poetry not previously studied, equal in difficulty to Poetical Selections I—XII in Bradshaw's Fifth Reader.

II.—TAMIL, TELUGU, MALAYALAM, KANARESE, URIYA, AND HINDUSTANI, 180 MARKS.

[This section of Branch A is not open to male pupils as a rule, but a special permission will be granted to male pupils ignorant of English to bring up this section, and also, if desired, another branch in place of Branch B on the candidate's application for examination being supported by a recommendatory certificate from a Government Inspector of Schools, and bearing the counter-signature of the Director of Public Instruction. In the case of male candidates ignorant of English, special permission to bring up this section will be granted by the Commissioner if sufficient cause be shown.]

(a) *Hand-writing*.—Writing out in a good clear hand a given printed (or lithographed) paper;

20 marks. *Orthography*.—Writing from dictation a given passage equal in difficulty to a passage from Sections I—X of Bradshaw's Fifth Reader translated in a plain and simple style.

20 marks. (b) *Grammar*.—As prescribed for the upper fourth class;
 30 marks. *Text-book*.—The following or such books as may from time to time be prescribed for the upper fourth class with special reference to these particulars:—

- 55 marks. (1) Giving the meanings of words and the conjugate forms of words;
 (2) Framing sentences to introduce correctly given words, phrases, or idioms, taken partly from the text-books and partly from books of similar standard;
 (3) Supplying ellipses;
 (4) Giving the derivation of common words;
 (5) Explanation of passages, sentences, phrases, and idioms taken partly from the text-books and partly from books of similar standard;
 (6) Sketch of the subject-matter of any stanza.

Tamil.—Poetical Anthology, No. II.

Telugu.—Nala Charitram.

Malayalam.—Panchatantram, Parts I and II.

Kanarese.—Minor Poetical Anthology published by the Basel Mission Press.

Uriya.—Ramayana, Sundra Kanda.

Hindustani.—Majmua-i-Saklun, Part II, pages I—60.

Persian.—Gulistan (expurgated edition), Chapters II and III.

- 20 marks. (c) *Composition*:—(1) Writing a letter on a given subject,
 (2) Writing in the candidate's own words a short description of a place, an account of some useful, natural, or artificial product, or the narrative of some recent event.
 15 marks. (3) Paraphrasing a short passage of poetry not previously studied, equal in difficulty to the text-book prescribed for the upper fourth class.

6. BRANCH B.

Second (or Optional) Language.

[In the case of candidates taking up both Branch A II and Branch B, the language brought up under Branch B must not be the same as that taken up under Branch A II.]

I.—TAMIL, TELUGU, MALAYALAM, KANARESE, URIYA, AND HINDUSTANI, 150 MARKS.

(a) *Hand-writing*.—Writing out in a good clear hand a given printed (or lithographed) paper;

15 marks. (b) *Orthography*.—Writing from dictation a given passage equal in difficulty to a passage from Sections I—X of Bradshaw's Fifth Reader translated in a plain and simple style;

20 marks. (c) *Grammar*.—As prescribed for the upper fourth class;

30 marks. (d) *Text-book*.—As prescribed for the upper fourth class. For the particulars required see A II.

50 marks. (e) *Composition* (a) Writing a short letter on a given subject.
 15 marks. (b) Writing in the candidate's own words a short description of a place, an account of some useful, natural, or artificial product, or the narrative of some recent event.
 20 marks.

II.—LATIN, 150 MARKS.

- 35 marks. (a) *Grammar*.—As contained in the Public School Latin Primer or any similar book;
 50 marks. (b) *Text-book*.—Such book as may from time to time be prescribed;
 30 marks. (c) *Translation*.—Translation into English of a very simple piece of Latin Prose not previously studied;
 35 marks. (d) Translation of easy sentences from English into Latin.

III.—SANSKRIT, 150 MARKS.

- 15 marks. (a) *Hand-writing*.—Writing out in a good clear hand a passage printed in the Devanāgarī character;
 20 marks. (b) *Orthography*.—Writing from dictation in the Devanāgarī character;
 35 marks. (c) *Grammar*.—The letters; Guna, Viddhi; Visarga, &c.; declension of regular nouns; conjugation of verbs of the 1st, 4th, 6th, and 10th classes in the present (*Lat*), the Optative (*Vidhi Lin*), the Imperative (*Lot*), and Imperfect (*Lan*);
 45 marks. (d) *Text-book*.—Such book as may from time to time be prescribed;
 35 marks. (e) Translating easy sentences from English into Sanskrit.

IV.—PERSIAN, 150 MARKS.

- 15 marks. (a) *Hand-writing*.—Writing out in a good clear hand a manuscript (or lithographed) paper;
 20 marks. (b) *Orthography*.—Writing from dictation;
 35 marks. (c) *Grammar*.—As prescribed for the upper fourth class;
 45 marks. (d) *Text-book*.—*Gulistan* (expurgated edition); Chapters II and III.
 55 marks. (e) Translating easy sentences into Persian.

7. BRANCH C.

GEOGRAPHY AND INDIAN HISTORY, 120 MARKS.

- 25 marks. (a) The Geography of Asia and Europe as contained in Duncan's Geography of the World;
 25 marks. (b) The outlines of the Geography of India as contained in Duncan's Geography of India, omitting small print;
 20 marks. (c) Map-drawing;
 50 marks. (d) The outlines of the History of India to the close of 1838.

8. BRANCH D.

ARITHMETIC, 110 MARKS.

The Compound Rules, Reduction, Vulgar and Decimal Fractions, Practice, Simple and Compound Proportion,
 (English figures must be used, and the candidate must be acquainted with the principal Indian weights and measures and the English tables of money, of Troy weight, of Avoirdupois weight, of Lineal, Square and Cubic Measures, and of Time.)

9. BRANCH E.

MATHEMATICS, 90 MARKS.

- 50 marks. (a) Euclid, Book I.
 40 marks. (b) Algebra, to the end of Fractions.
 (Symbols permitted by the Madras University may be used.)

10. BRANCH F.

INTRODUCTION TO SCIENCE, 100 MARKS.

Professor Huxley's Introductory Science Primer (Macmillan's Series).

11. BRANCH G.

PHYSICAL GEOGRAPHY, 100 MARKS.

Geikie's Physical Geography (Macmillan's Science Primer Series).

12. BRANCH H.

ASTRONOMY, 100 MARKS.

J. Norman Lockyer's Astronomy (Macmillan's Science Primer Series).

13. BRANCH J.

BOTANY, 100 MARKS.

J. D. Hooker's Botany (Macmillan's Science Primer Series).

14. BRANCH K.

PHYSIOLOGY, 100 MARKS.

Foster's Physiology (Macmillan's Science Primer Series) or any similar book.

15. BRANCH L.

ENGLISH HISTORY, 100 MARKS.

The History of England to the accession of Henry VIII. Miss Edith Thompson's or any similar book.

16. BRANCH M.

AGRICULTURE, 100 MARKS.

Robertson's Agricultural class-book.

17. BRANCH N.

POLITICAL ECONOMY, 100 MARKS.

[The text-book will be notified hereafter.]

17. The Examination will be conducted in the order of time and subjects shown below :—

Day.	Hour.	SUBJECT.
First	10 — 12½	Grammar and Text-book (First or Compulsory Language), Branch A I or II.
Do.	12½ — 1	Hand-writing (First or Compulsory Language), Branch A I or II.
Do.	2 — 2½	Dictation (First or Compulsory Language), Branch A I or II.
Do.	2½ — 4½	Arithmetic, Branch D.
Second	10 — 12	Grammar and Text-book and Composition, Branch B I.
		Grammar and Text-book, Branch B II.
		Grammar, Text-book, and Translation into Optional Language, Branch B III or B IV.
Do.	12½ — 1½	Translation, Branch A (c) (for all Candidates bringing up Branch B I, or III, or IV with A I).
Do.	2½ — 4½	Composition, Branch A (d) for Candidates bringing up Branch B II with A I, and for those specially permitted to bring up A I or II only.
		Mathematics, Branch E.
Third	10 — 12½	Geography, Map-drawing, and Indian History, Branch C.
Do.	12½ — 1½	Hand-writing (Second or Optional Language), Branch B I, III and IV.
Do.	12½ — 1½	Latin Translation, Branch B II.
Do.	2½ — 2½	Dictation (Second or Optional Language), Branch B I, III and IV.
Do.	3 — 5	Introduction to Science, Branch F.
Fourth	10 — 12	Physical Geography, Branch G.
Do.	12 — 2	Astronomy, Branch H.
Do.	3 — 5	Botany, Branch J.
Fifth	10 — 12	Physiology, Branch K.
Do.	12 — 2	English History, Branch L.
Do.	3 — 5	Agriculture, Branch M, Political Economy, Branch N.

18. Candidates who bring up English must answer the non-language papers in English. Candidates who do not bring up English may answer them in their Vernacular.

19. Candidates who succeed in passing the examination will be arranged in the following sections :—

- I. { (a) Pupils in boys' schools.
(b) Pupils in girls' schools.

- II. Others { (a) Males.
(b) Females.

(Failure in an extra branch shall not disqualify a candidate who has obtained the required minimum in the prescribed number of branches from passing.)

Those will be ranked in the order of merit in the first class in each section who obtain not less than—

- (a) Fifty per cent. in hand-writing and orthography (A Ia) in the case of male and female pupils and sixty per cent. in hand-writing and fifty per cent. in orthography in the case of others;
- (b) Thirty-five per cent. of the maximum marks in the remaining subjects of Branch A;
- (c) Thirty per cent. of the maximum marks in Branch D if pupils, or one-half if others;
- (d) Twenty-five per cent. of the maximum marks in the other Compulsory Branches in which the candidate has been examined, and in Branch B-II, III, and IV;
- (e) Fifteen per cent. of the maximum marks in an Optional Branch; *
- (f) Fifty per cent. of the aggregate of marks.

Those will be ranked in the second class who obtain not less than—

- (a) Forty per cent. of the maximum marks in hand-writing and orthography.
- (b) Thirty per cent. of the maximum marks in the remaining subjects of Branch A (I or II).
- (c) Twenty-five per cent. of the maximum marks in C and D.
- (d) Fifteen per cent. of the maximum marks in any other Compulsory Branch in which the candidate may be examined.

(e) Forty per cent. of the aggregate number of marks.

Those will be ranked in the third class who obtain not less than—

- (a) Thirty per cent. of the maximum marks in the hand-writing and orthography.
- (b) Twenty-five per cent. of the maximum marks in the remaining subjects of Branch A (I and II).
- (c) Fifteen per cent. in any other Compulsory Branch in which the candidate may be examined.
- (d) Thirty per cent. of the aggregate number of marks.

20. Certificates will be issued by the Commissioner to the passed candidates specifying the subjects in which they have been examined and the class in which they have been placed.

21. A first-class certificate renders the holder eligible, on attaining the age of eighteen, to appointments under Government of the value of rupees 20 and upwards, provided that any such appointment requires a knowledge of only the language or languages in which the candidate has passed; and shall suffice for admission to the special tests. A first or second-class certificate qualifies the holder for admission to the School of Agriculture.

22. A candidate who has passed in the second or third class will not be permitted to appear again as a pupil for the examination.

23. Candidates who do not pass in the subjects prescribed for pupils are not eligible for grants under the seventh standard for results in the Grants-in-Aid Code.

24. It is to be distinctly understood that the Government do not undertake to provide appointments for all persons who may pass the prescribed examinations under these rules. Appointments will, as before, be regulated by the requirements of the public service, and will be made by the same authorities as heretofore.

25. In the Educational Department first and second-class certificate will be accepted as equivalent to the general education test for 4th-grade schoolmasters and 2nd-grade schoolmistresses. In the case, however, of candidates who have passed only in one language, the certificate will be held only equivalent to the general education test required for an imperfect certificate. The holder of a certificate, whether perfect or imperfect, will still be required in the case of females to pass the following test in needle-work—gathering, back-stitching, working button-holes, and darning on calico, or generally such work as is in the sleeve of a somewhat coarse shirt, or a native man's jacket.

26. A certificate will not be granted to a pupil unless the school fee for each of the six months ending December has been paid up. The examination of pupils who have withdrawn from a school without the permission of the head of that school will be disallowed, but in the case of such pupils as have obtained the necessary permission, the examination will be allowed, provided the difference between the fee for a pupil and that fixed for other candidates is paid into a Government Treasury before the 31st December next after the examination.

27. No person shall be admitted as a pupil into the upper department of a Government or aided high school, or high school under inspection except with the express sanction of the Director of Public Instruction, unless he or she have passed in the Compulsory Branches prescribed for male and female pupils respectively.

* Marks in an extra branch are not necessary for a pass in the first class.

28. Candidates must send in their applications for examination on printed forms, which may be obtained from all Tahsildars and Treasury Deputy Collectors. Distinct forms marked A, B, C, and D, respectively, will be supplied to candidates—

- (1) Male pupils of the upper fourth class of a Government school (or of a corresponding class in an aided or recognized private school) will be required to make their applications on Form A;
- (2) Female pupils in similar classes on Form B; and
- (3) All other candidates (who will be designated "Others") on Form C if males, D if females.

29. This notification supersedes all previous notifications on the subject, and comes into operation from this date, except in respect to the examination in Branch C, which will not be brought into force till 1883. At the examination to be held in December next the subjects forming Branch C will be those fixed for Branch D in the Notification dated 30th June 1881.

III.—UPPER AND LOWER PRIMARY SCHOOL EXAMINATIONS.

The following rules for the upper and lower primary school examinations shall come into force from the 1st April 1880, in supersession of the rules published in the Notification of the 10th September 1879:—

UPPER PRIMARY SCHOOL EXAMINATION.

2. An examination styled the upper primary school examination shall be held once a year in every Government and private middle school under inspection. It shall commence on the 8th December, or, if that day falls on a Sunday, on the 9th December, and shall continue as long as may be necessary.

3. Every candidate shall be examined in five of the following branches, of which three are compulsory and two are optional:—

COMPULSORY.

A. First Language (Reading and Writing).

(a.) To read at sight with fluency and intelligence a passage of ordinary difficulty from a book or newspaper in a vernacular language, or in the case of Europeans and Eurasians in the English language (15 marks).

(b.) To write a passage to dictation from the same (25 marks).

B. Arithmetic.

(a.) To work miscellaneous questions in Reduction, the Compound Rules and Vulgar Fractions (40 marks).

(b.) Mental Arithmetic applied to bazar transactions (10 marks).

C. Geography.

To answer questions on the Geography of Asia as contained in Duncan's Introduction to the Geography of the World, or any approved Geographical Primer (40 marks).

OPTIONAL.

D. First Language (Poetry and Grammar).

Europeans and Eurasians (English).

(a.) To recite a few lines from Palgrave's Children's Treasury of English Song, First Part (Macmillan's Primer Series), or any approved poetical primer, and to answer questions on the meaning and subject-matter. Two hundred lines to be brought up (20 marks).

(b.) To answer questions on Elementary English Grammar with parsing and applications of the rules to the poetry brought up (20 marks).

Natives (Vernacular).

(a.) To recite a few lines from the Tamil or Telugu Anthology No. 1, or any approved book of equal difficulty in any vernacular language, and to answer questions on the meaning and subject-matter. Two hundred lines to be brought up (20 marks).

(b.) To answer questions on Elementary Vernacular Grammar with parsing and applications of the rules to the poetry brought up (20 marks).

E. Second Language.

Europeans and Eurasians (Vernacular).

(a.) To read a passage from a book equal in difficulty to the second part of the First Book of Lessons in any vernacular language (15 marks).

(b.) To construe a passage from the First Book of Lessons or from any approved book of equal difficulty, previously prepared (15 marks).

(c.) To write to dictation a passage from the same (15 marks).

(d.) Oral translation of very easy sentences into the vernacular (15 marks).

Natives (English).

(a.) To read a passage from a book not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society (15 marks).

(b.) To construe a passage from the Second Book of Reading of the Madras School Book Society or any approved book of equal length and difficulty, previously prepared (15 marks).

(c.) To write to dictation a passage from the same (15 marks).

(d.) Oral translation of very easy sentences into English (15 marks).

F. History.

Morris' History of India, Chapters VI—XII, or a corresponding portion of any other approved History of India (40 marks),

or

History of England from the commencement to the death of Stephen in any approved Elementary History (40 marks),

or

The World's History (Macmillan's Indian Series), Chapters I—XXV, Freeman's Europe (Macmillan's History Primers), Chapters I—V, or a corresponding portion of any approved Historical Primer (40 marks).

G. Hygiene.

Dr. Cunningham's Sanitary Primer, Dr. Dhanakoti Raju's Elements of Hygiene, Personal Care of Health by Dr. Parkes, First Lessons in Health by J. Berners, or any approved Primer (40 marks).

H. Agriculture.

Robertson's Agricultural Class Book or any approved Primer (40 marks).

4. The dictation and arithmetic may be done on paper or on slates. The rest of the examination, including, of course, mental arithmetic, shall be *visu voce*.

5. Candidates who obtain one-fourth of the maximum number of marks in Branches A and B and one-third of the aggregate number of marks shall be declared to have passed, and shall receive a certificate signed by the principal or head master specifying the branches in which they have been examined.

6. This certificate shall entitle the candidate to admission without further examination into any Government or private middle school, provided that no candidate shall be admitted into an English middle school who has not obtained one-fourth of the maximum number of marks in English in either Branch A or B, or into a vernacular middle school who has not obtained one-fourth of the maximum number of marks in the vernacular in either Branch A or B.

7. In private middle schools which are unconnected with any schools of higher grade, the examination shall be conducted by the head master or head mistress, who may, if necessary, avail himself or herself of the aid of any competent assistant master or assistant mistress in the school. In private middle schools, which are located in the same building with the college or high school, the head of the institution may conduct the examination or delegate it to qualified assistants. In Government middle schools the examination shall be conducted by the Deputy Inspector, head master, or any master or masters appointed by the principal of the college or Inspector of the Division.

8. At the close of the examination the principal, head master, or head mistress shall furnish the Inspector of the Division with a list showing the names of the candidates examined, the schools from which they came up, the number of marks obtained by them in each branch and on the whole, and shall also report the names of the examiners by whom the examination was conducted.

9. The Inspectors of Schools shall publish the names of the successful candidates in the District Gazette, and shall specify the branches in which they have been examined, the schools from which they came up, and the school at which the examination was held.

10. A fee of one rupee may, if deemed necessary, be levied from each candidate in all private middle schools to meet petty charges connected with this examination. In Government middle schools this fee shall be levied only in the case of candidates who have not been reading in the upper primary school of the institution, and shall be remitted to the treasury.

11. Applications for admission to the examination must be addressed before the 15th November to the principal, head master, or head mistress of the institution at which the candidate wishes to be examined, but such application may be dispensed with in the case of pupils coming up from the primary school of the institution itself, and in other cases, in which the principal, head master, or head mistress may deem an application unnecessary.

12. In the event of a candidate for admission to the school, or of a pupil of the school being prevented by illness or other sufficient cause from attending the examination, the Inspector of Schools or Deputy Inspector, or in the case of middle schools, which are located in the same building with a college or high school, the head of the institution or his delegate, or in the case of middle schools unconnected with any school of higher grade and of large upper primary schools unconnected with a school of higher grade or college, the head master or mistress (provided such head master or mistress be especially authorised by the Director, on the recommendation of the Inspector, to conduct such examination) may examine such pupil and give him or her a certificate declaring that the pupil has passed, and specifying the branches in which he or she has been examined. Provided always that when the certificate is not issued by the Inspector or Deputy Inspector, a copy of the certificate shall be forwarded to the Inspector of the Division.

13. Inspectors of Schools and Deputy Inspectors are authorised to give certificates of having passed the upper primary school examination to such pupils as have in their periodical examinations of Government or private schools come up to the standard prescribed. The branches in which each pupil has been examined shall be specified.

LOWER PRIMARY SCHOOL EXAMINATION.

14. An examination styled the lower primary school examination shall be held once a year in every Government and private primary school which is located in the same building with a school of a higher grade. It shall commence on the 5th December, or, if that day falls on a Sunday, on the 6th December, and shall continue as long as may be necessary.

15. Every candidate shall be required—

- (a.) To read at sight with facility a moderately easy book in a vernacular language (15 marks).
- (b.) To write to dictation from the same (25 marks).
- (c.) To work sums in the first four rules of arithmetic, simple and compound, including easy miscellaneous questions (40 marks).

16. In the case of Europeans and Eurasians English will be the vernacular language.

17. Candidates who obtain one-fourth of the maximum number of marks in each subject and one-third of the aggregate number of marks shall be declared to have passed, and shall receive a certificate to that effect from the head master or head mistress.

18. This certificate shall entitle the candidate to admission into any Government or private upper primary school, provided that no native candidate shall be admitted into an English upper primary school without such further examination in English as the head master or head mistress of such school may deem necessary, and no European or Eurasian candidate shall be admitted into a vernacular upper primary school without such further examination in the vernacular as the head master or head mistress of such school may deem necessary.

19. In private upper primary schools of the class referred to in paragraph 14 the lower primary school examination shall be conducted by the head of the institution or by any masters or mistresses appointed by him or her. In Government schools the examination shall be conducted by the Deputy Inspector or by any masters or mistresses appointed by the Inspector of the Division.

20. At the close of the examination the principal, head master, or head mistress shall furnish the Inspector of the Division with a list showing the names of the candidates examined and the number of marks obtained by them in each branch and on the whole, and shall report the names of the examiners by whom the examination was conducted.

21. In the event of a pupil being prevented by illness or other sufficient cause from attending the examination, the Inspector of Schools or Deputy Inspector, or in the case of upper primary schools, which are located in the same building with a college or high school, the head of the institution or his delegate, or in the case of large primary schools connected with middle schools or unconnected with a school of higher grade or college, the head master or mistress (provided such head master or mistress be especially authorised by the Inspector to conduct such examinations) may examine such pupil and give him or her a certificate declaring that the pupil has passed. Provided always that when the certificate is not issued by the Inspector or Deputy Inspector, a copy of the certificate shall be forwarded to the Inspector of the Division.

22. In Government and private primary schools, unconnected with any school of a higher grade, the Inspectors of Schools and Deputy Inspectors are authorized to give certificates of having passed the lower primary school examination to such pupils as have in their periodical examinations come up to the standard prescribed. Such certificates may also be given by them in all other schools examined by them.

(By order of the Right Honorable the Governor in Council.)

R. DAVIDSON,
Chief Secretary.

APPENDIX C.

Madras Provincial Committee of the Commission on Education.

At a meeting of the Madras Provincial Committee, held in Calcutta on the 20th March 1882, the Committee unanimously adopted the following Minute on the papers Appendix C. transferred to it by the President of the Commission under endorsement of date the 14th February 1882.

The said papers refer to grants-in-aid in Madras, and especially to grants to the Madras Christian College.

MINUTE.

1. These papers are under a covering letter from the Secretary to the Executive Missionary Education Committee, Madras Presidency, which letter states that "the main question in debate is whether the educational policy clearly prescribed in the Despatch of 1854 has hitherto been carried out in the Madras Presidency, and whether aided education has been receiving the encouragement and support to which, on the principles of the Despatch, it is fairly entitled." This letter further states that "from the year 1869-70 the tendency of the educational administration was not in the direction prescribed by the Despatch, but in the exactly opposite direction; that more money was being spent on direct Government education and less on grants-in-aid."

The case of the Madras Christian College is then brought forward, viz., that up to 1871-72 it obtained the full benefit of the rules in force for grants-in-aid, its grant amounting to from 35 to 40 per cent. of its total outlay. It is added that with the development of the college its cost necessarily increased, while no additional aid could be obtained; so that the proportion of grant to total cost had fallen to 19 per cent. in 1879-80, when fresh restrictions were issued, which still further reduced the proportion to 14 per cent. The letter states that no addition to this has yet been obtained, but that "the new Director of Public Instruction has discussed the case in a complete and fair manner, and, in consequence, the arbitrary restrictions have been at length withdrawn, so that there is some hope that the rules now in force for grants-in-aid will be at last fairly applied to the college."

Finally, the covering letter refers to answers to a series of queries from the Council on Indian Education, of which answers a copy was enclosed.

2. The Government Resolution constituting the Education Commission states that "it will be the duty of the Commission to inquire particularly into the manner in which effect has been given to the principles of the Despatch of 1854." This committee, as a section of the Commission, must therefore make such inquiry, and record the results in its provincial report. It consequently appears to it that it would be unwise to deal with the question in the superficial way that a brief memorandum would render necessary. At the same time this committee thinks it right to state that there was a falling-off in the expenditure on grants-in-aid from provincial revenues, particularly in reference to secondary education, and an increase in the expenditure on direct Government education in colleges; and that, under such circumstances, alarm was not unnatural on the part of those interested in aided education.

3. This committee does not think that there is any reason why it should abstain from considering the case of the Madras Christian College, at least so far as future action regarding it is concerned.

4. The Grant-in-Aid Code, now in force in Madras, opens with the statement that aid will be given impartially to all schools and other educational institutions which impart a sound secular education, subject to specified conditions, "and with due consideration of the requirements of each locality and of the funds at the disposal of Government."

5. Some such limitations as these are doubtless indispensable, but the application of them is inevitably a matter on which there will be differences of opinion.

6. One consideration, necessarily included in these limitations, was announced as long ago as 1878, when the Madras Government stated that "it was their intention to employ for the purposes of elementary education some considerable part of the funds hitherto devoted to higher education." On this consideration, grants to schools and colleges in the town of Madras have, for several years, been curtailed or altogether withheld; and the Christian College authorities contend that that college has been singled out and treated with exceptional severity, while its exceptional character should have rather secured for it exceptional consideration.

The Christian College is located in the town of Madras, but its influence is not confined to

that city. The following statement, taken from the Report on Public Instruction for the Madras Presidency for 1880-81, will make this plain:—

Districts of the Presidency of Madras, and other States to which students of the Christian College belong.

		Brought forward	165
Madras (town)	85	North Arcot	28
Ganjam	1	Salem	10
Vizagapatam	6	Trichinopoly	8
Godavari	3	Tanjore	39
Kistna	2	Madura	7
Bellary	2	Tinnevely	10
Cuddapah	3	Coimbatore	6
Nellore	5	Malabar	11
Chingleput	50	Mysore	14
South Arcot	7	Travancore, Ceylon, &c.	11
Carried over	165	TOTAL	308

It will thus be seen that, of the 308 students in the college, no fewer than 223 were from the country. While there are only 3 out of the 21 districts of the Madras Presidency that supply none of its students, its influence extends beyond the limits of the Presidency, and some of its students are drawn from neighbouring States. The Director, moreover, writes that "the institution is provided with a good staff of European professors, and is doing for the Government and the country excellent work at a most moderate cost." Since the institution thus works for the country at large, the "due consideration of the requirements of each locality" resolves itself into the consideration of whether the Presidency at large requires this college to meet its demand for collegiate education. This committee thinks that there can be but one reply to this question.

7. There remains the consideration of the funds at the disposal of Government. The committee observes that "the Government consider that the policy enunciated in 1854 must so far guide their practice as to bar increased State expenditure on the higher education so long as the means available are inadequate to meet the demands of the masses for elementary education." But this committee ventures to express the opinion that, if funds can be made available, the grants to the Christian College should be given under the rules now in force up to the practicable limit. Restrictions tending to impair the efficiency of any institution that is doing good and useful work seem objectionable.

8. Mr. Runganada Mudelliar, M.A., has written a valuable paper on the question of grants-in-aid in the Madras Presidency, which is appended hereto.

9. As the answers to the queries of the Council on Indian education, along with similar answers from other provinces, have been laid before the Commission, and as they raise questions with which the whole Commission will have to deal, this committee does not feel competent to report upon them in the meantime.

W. W. HUNTER, *Chairman.*

J. T. FOWLER.

A. JEAN, S. J.

P. RUGANADUM.

WILLIAM MILLER, *Secretary*

CALCUTTA,

The 20th March 1882.

APPENDIX TO MINUTE.

(1) The question for consideration is whether the grant-in-aid to the Christian College is adequate; and if inadequate, how and to what extent it should be raised.

(2) The gravamen of the complaint preferred by the managers of the Christian College is that the Government grant bears a much smaller proportion to the total expenditure in the case of the Christian College than in the case of other similar institutions. This complaint is well founded. Tabular Statement A, appended to this Memorandum, shows that in 1880-81 the Christian College received in the shape of grants only 14.9 per cent. of its total expenditure,

whereas the S. P. G. College at Tanjore had so much as 47.5 per cent. and the Coimbatore College 30.5 per cent. Taking the grant to the Christian College at Rs. 450 for the College Department and Rs. 150 for the School Department, there is an annual grant of Rs. 7,200 as against an annual expenditure of over Rs. 55,000. As to the utter inadequacy of the grant, there can be no difference of opinion. But while the insufficiency of the grant is readily admitted, it does not seem easy to suggest a mode of raising it to a proper extent. The Christian College has a complete and thoroughly efficient staff. It provides for instruction in two optional subjects, viz., philosophy and natural science. Its students are drawn from all parts of Southern India, which is not the case, I believe, with any other aided college or even any Government college excepting the Presidency College. Add to this the fact that the Collegiate Department of this institution is numerically stronger than that of any other college, and the fact of its being second only to the Presidency College in the B.A. examination, the case of the Christian College must be admitted to be particularly strong. These circumstances, taken along with the exceptionally expensive character of its staff as compared with that of other aided colleges, would almost justify the giving of a special grant to that institution, say 25 per cent. of its total expenditure. But the inconvenience attending such a course is that it looks like showing special favour to one particular institution and neglecting the interests of others. If this course cannot for this reason be adopted, some general mode of administering grants to colleges and high schools must be devised which gives help only where help is most needed and most likely to produce beneficial results.

(3) There are two proposals before the Committee, one from the Managers of the Christian College and the other from the Director of Public Instruction, Madras. These proposals have to be set against and compared with the scale of grants fixed by the orders of Government, dated 24th December 1878, No. 529. With reference to this scale it is enough to observe that it gives far too little to the Christian College, while it actually gives to the five institutions set down below, larger grants than they would be entitled to if placed under the operation of the new Grant-in-Aid Code:—

Institution.	Present Grant.	Grant at one-third of the salaries.
	Rs.	Rs.
Coimbatore College	4,200	3,040
Vepery High School, S. P. G.	2,400	1,760
Church of Scotland Mission High School	2,430	1,800
Wesleyan Mission High School, Royapet	2,400	1,480
London Mission High School, Madras	2,450	1,700

The total expenditure of the S.P.G. College at Tanjore in 1880-81 was Rs. 9,649. The grant at one-third of the salaries to this college could not exceed Rs. 3,200, and hence it follows that this college gets Rs. 1,000 more than it would under the new Code. These facts are enough to condemn the scale in question, if it does not stand sufficiently condemned by its maintaining "special restrictions outside the purview of the Code."

(4) The proposal made by the managers of the Christian College is that the grant to their college should be determined by the provisions of the new Grant-in-aid Code that came into force on the 1st April 1880. They estimate the grant to which they are entitled under the new Code at Rs. 13,505 per annum. This is by no means an unreasonable demand; and so far as the Christian College is concerned, I see no objection to the new Code being applied. But if the new Code be applied to the Christian College, it must in fairness be applied to the eight other institutions affected by the reduction of grants sanctioned in December 1878. The effect of such universal application of the Code would be to reduce the grants in the case of six out of the nine institutions and increase the grants in the case of the remaining three—the Christian College, Pachappa's College, and the S. P. G. College at Trichinopoly; and the aggregate grant to these nine institutions would much exceed Rs. 31,800, which is what they at present draw. The increase of grant-in-aid expenditure thus caused may not in itself be a thing to be deprecated; but I am far from being convinced that the S. P. G. College at Trichinopoly requires or deserves an enhancement of grant. As to Pachappa's College, the total expenditure in 1880-81

was Rs. 16,960. The grant, at one-third of the salaries, would thus exceed Rs. 5,000, which seems to me to be too high. Thus the unrestricted application of the new Code would indeed give a much-needed relief to the Christian College, but it would at the same time give larger grants than now to two institutions that do not deserve such grants. This effect of the proposal made by the memorialists should not be lost sight of.

(5) The removal of arbitrary restrictions is certainly desirable. In paragraph 53 of the Educational Despatch of 1854, it is stated that "aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible) to all schools which impart a good secular education." The condition about the requirements of each particular district must, I fear, introduce an arbitrary element into the system of grant-in-aid. No general rules can be so framed as to reduce the grant in favourable localities and increase the grant in unfavourable ones. Again, the object of a grant-in-aid is not to supersede the necessity for endowment and private subscriptions, but to serve as an auxiliary to such resources. If this view is correct, the S. P. G. colleges at Tanjore and Trichinopoly and the Coimbatore College are obtaining larger grants than it is proper to give them. In the case of the S. P. G. colleges, the grants and the fees together exceeded the expenditure in 1880-81 by Rs. 1,962; and the Coimbatore College had a saving of Rs. 200 (*vide* Tabular Statement A). From the subsidiary tables appended to the Report of Public Instruction in Madras for 1880-81, I find that the total expenditure of the Gospel Society on all kinds of education was Rs. 54,087. This amount is made up of three items—fees, Rs. 30,414; grants, Rs. 18,112; and income from other sources, Rs. 5,561. Thus the Gospel Society contributed only to the extent of 10·3 per cent. on the total expenditure, whereas the percentages contributed by all other mission agencies are very much larger (*vide* Tabular Statement C). The highest percentage contributed is 58; and the lowest, the Gospel Society excepted, is 39·5. This striking disparity is no doubt in some measure due to the fact of the two colleges and most of the schools of the Gospel Society being located in Tanjore and Trichinopoly—districts in which it is possible to realise a large income in the shape of school fees. But this only shows that both the new Code and the limitations imposed by the scale of grants sanctioned in December 1878 are powerless in preventing the bestowal of grants in localities where they are not much needed.

(6) The scheme suggested by the Director of Public Instruction in his letter No. 2352, dated 20th May 1881, seems to me to distribute the amount of Rs. 32,840 fairly among the nine institutions referred to in paragraph 33 of that letter. The Director protests against the policy of imposing restrictions on particular institutions; and with a view to avoid the hardship and the dissatisfaction caused by such restrictions, he suggests in paragraph 26 of his letter certain general restrictions which are to be embodied in the Code. The scale of a half-salary grant to European professors of colleges proposed by the Director would have the effect of raising the grant to the Christian College from Rs. 7,200 to Rs. 12,560. The only other college which gains by the change proposed is the Tanjore College. In the remaining seven cases there is a reduction of grant. According to the state of things in May 1881 this scheme involved an additional expenditure to Government of Rs. 1,040. But Pachappa's College would this year be entitled to a grant of Rs. 4,200 instead of only Rs. 2,400, so that the scheme would really entail on Government no additional expenditure at present. But the main objection to the scheme on financial grounds is that it puts a premium on the employment of expensive European agency, and thus incurs the liability to considerable increase of grants-in-aid for collegiate education in the future. The question thus hinges upon the policy the Government intend to pursue in aiding higher education. If a substantial addition could be made to the provincial grant for education, and if the education of the masses should be adequately provided for from local resources, it would be a very desirable thing to strengthen aided colleges by larger grants, so administered as to promote their efficiency. But if there is to be no addition to the provincial grant for education, and if all that can be done is a redistribution of grants-in-aid, the scheme suggested by the Director cannot be carried out. In such a case the only way of meeting the difficulty that suggests itself to me is to enforce the new Code, subject to some such general restriction as this, that the grant in the case of colleges and high schools is not to exceed 25 per cent. of the total expenditure on all departments. Such a restriction being of a general operation, cannot be justly complained of; and it will tend to put a check on the undue development of grants-in-aid of higher education.

(7) To sum up these observations. The unrestricted application of the Grant-in-Aid Code is open to grave objection, as it does not prevent schools from receiving aid for departments for which aid is not required. The scale of grants sanctioned in December 1878 gives too little to the Christian College, and far too much to other institutions. The scheme suggested by the Director, with the general restrictions that he would impose, seems, on the whole, the least objectionable. The main objection to it is the prospect of increase in grants to higher education.

Such additional expenditure, however, will yield an abundant return in the way of rendering the instruction imparted in aided colleges sound and useful.

	Grants.	Fees.	Other income.	Total cost.	Proportion of grants to total cost.	Remarks.
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Tabular Statement A.

	Grants.	Fees.	Other income.	Total cost.	Per cent.	
Christian College	8,230	22,790	24,261	55,281	14·3	This includes all departments.
S. P. G. College, Tanjore	4,584	6,274	—1,209	9,649	47·5	
S. P. G. College, Trichinopoly	4,193	10,830	—753	14,270	29·4	
St. Joseph's College	4,039	4,838	16,446	25,323	15·9	
Pachappa's "	2,800	9,454	4,706	16,960	16·5	
Coimbatore "	4,203	9,792	—200	13,795	30·5	

Tabular Statement B.

	Grants.	Fees.	Other income.	Total cost.	Per cent.	
Christian College	6,180	9,392	14,585	30,157	20·5	Collegiate department only.
S. P. G. College, Tanjore	1,087	1,305	533	2,925	37·2	
S. P. G. College, Trichinopoly	1,479	1,164	1,917	4,560	32·5	
St. Joseph's College	2,522	996	7,376	10,894	23·1	
Pachappa's "	938	1,061	2,013	4,012	23·4	
Coimbatore "	1,787	669	3,117	5,573	32·	

Tabular Statement C.

	Grants.	Fees.	Other income.	Total cost.	Proportion of grant to total cost.	Proportion of other income to total cost.
					Per cent.	Per cent.
Free Church Mission	20,152	35,292	43,936	89,380	20·3	44·2
Church Mission Society	18,771	14,084	45,344	78,199	24·	58·
Gospel Society	18,112	30,414	5,561	54,087	33·5	10·3
London Mission	8,332	13,855	14,560	36,847	22·6	39·5
Wesleyan Mission	8,102	14,130	14,823	37,055	21·9	40·
Church of Scotland Mission	4,825	7,079	11,684	23,588	20·5	49·5
American Mission	1,369	2,208	4,269	7,786	17·6	54·1
German Mission	2,098	4,363	6,090	13,051	16·	46·7
St. Joseph's	7,168	9,164	19,917	36,249	19·8	54·9
St. Xavier's	1,451	187	1,451	3,089	47·	47·

Statement C includes expenditure on colleges, schools for boys and girls, and training institution. Results-schools not specified in the Public Instruction Report are not taken into account.

P. RUNGANADUM.

APPENDIX D.

EDUCATION COMMISSION (MADRAS).

MEMORANDUM.

In connexion with Section D, Sub-Division II, of the "Outline of the Reports of Provincial Committees," that is, *the effect of collegiate education on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employes*, the Madras Provincial Committee issued the following circular:—

During the sitting of the Education Commission here, it was suggested that some benefit might result from consulting a few of the gentlemen who have in their employment considerable numbers of the young men who go out from the various colleges and schools. The suggestion was cordially welcomed. I have the honour accordingly to request that you would be good enough to furnish the Commission with a short statement of the views that experience has led you to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency.

The Commission intentionally abstains from putting any definite questions to you. It believes that your most valuable suggestions as to deficiencies in the present scheme of education, or possible improvements on it, will be those that occur most readily and naturally to your own mind. Anything you may deem it appropriate to say regarding the fitness or unfitness, intellectually, morally, or in any way, of educated natives for the duties devolving on them in the office or offices under your care, will be welcomed by the Commission and will receive their careful consideration.

This was addressed to—

- (1) The Accountant General, Madras.
- (2) The Agent and Manager, Madras Railway.
- (3) The Agent and Manager, South Indian Railway.
- (4) The Bank of Madras (Secretary).
- (5) The Board of Revenue (Secretary).
- (6) The Chamber of Commerce (Secretary).
- (7) The Commissary General, Madras.
- (8) P. P. Hutchins, Esq., M.C.S., Civil and Sessions Judge, Madura.
- (9) The Post Master General, Madras.
- (10) The President of the Madras Municipality.
- (11) J. Lee-Warner, Esq., M.C.S., Collector and Magistrate, Nellore.

Replies have been received from all but Nos. 2, 5, and 9, as follow:—

From H. CROSTOWN, Esq., Accountant General, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 15th November 1882.

In acknowledging the receipt of your letter of the 31st October, requesting me to furnish the Education Commission with a short statement of the views that experience has led me to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency, I have the honour to state that I have in my office a considerable number of clerks who have taken degrees or who have matriculated at the University, and I find that, as far as official duties are concerned, these men are markedly superior to the great majority of men in this office who have not obtained this higher education. Their superiority is evident not only at the commencement of service, when the matriculate or B.A. or M.A. is fresh from his studies, but is maintained and increased as time goes on, and is conspicu-

ous in every branch of work. As regards the moral qualities of those educated in our higher schools and colleges, I have not the intimate acquaintance with their private lives which would enable me to give any other than a general opinion; but in all spheres of duty in which I have come in contact with them, I have found the generality to be honourable men actuated by a high sense of duty. That the higher education has influenced their moral characters for the worse is a supposition which, if it exists at all, I, from my limited experience, certainly hold to be groundless.

From WILLIAM BETTS, Esq., Agent, South Indian Railway, to the Secretary to the Madras Sessions of the Educational Commission,—dated 22nd November 1882.

In the Locomotive and Carriage Department the bulk of the employes are mechanics and artisans and labourers employed to assist skilled workmen.

In this Department, therefore, one scarcely finds any product whatever of the present system of education. Concerning his staff, the Locomotive Superintendent thus reports:—

"As far as I am able to observe, education given in this Presidency hardly touches the artisan class with whom I have most largely to do.

"It is a matter of great difficulty, if not of impossibility, to get natives who have any knowledge of English worth speaking of to train for mechanics. They seem to prefer earning Rs. 10 a month as clerks when they have sufficient education to fit them for it, to earning twice, or even four times that sum as engine-drivers or fitters.

"We have now thirteen native apprentices, who can all speak and write English a little; but these are chiefly lads who, from want of funds or want of ability have been unable to train for clerks or Government servants.

"We have generally two probationers in our office who, rather than earn a good livelihood at a trade, prefer to wait an indefinite length of time for the chance of earning a pittance as clerks.

"Only one of our native drivers, of whom we have 26, can read and write English; none of the rest can write at all, and very few can speak it well."

Owing to absence from his head-quarters, the Chief Engineer, who is travelling on the line, has not yet been able to send me a memorandum of his views. I think it better, however, not to detain longer my reply to your circular letter.

In continuation of my letter No. 9952-1324, dated the 22nd instant, I have to inform you that this Company's Chief Engineer reports as follows:—

"Since coming to this part of India, now more than 24 years ago, it has often occurred to me that one great deficiency in the system of general education is the absence of the study of physics from the course prescribed.

"The native character is, according to our view, wanting in practicalness and thoroughness, in habits of exactitude of statement and directness in action. As there is no effect without a cause, and reasoning from analogies in other parts of the world, it may safely be concluded that this state of affairs has come about from causes which conduce to it.

"Prior to the British occupation, centuries of oppression and misrule made deceit and intrigue the weapons of offence and defence, and impoverished the land. In an impoverished land the extreme primitiveness and simplicity of the national life in respect of its material wants allowed little or no scope for the sciences or the arts and manufactures in the general education of the people. Nothing remained for the national mind, but in the higher or privileged classes introspection and speculation, in the toiling millions superstition and the extravagancies and exaggerations of the Hindu legends and mythologies.

"In the West we have seen, allowing for difference of race and climate, a similar state of matters yield in due time to a treatment which would doubtless have similar results here: a firm and settled Government and the steady and rapid progress of a knowledge of the natural laws by which we are governed.

"We have now firm and settled Government in India—western knowledge is advancing; the country is being traversed by railways,—mills and factories and other industrial establishments are being multiplied and fostered by Government, and the opportunity seems to have arrived when

the introduction of the study of the natural sciences may be vastly extended, so as to enter into general education.

"I feel convinced that this study would prove a powerful agent in training the people to habits of observation and exactitude, and consequently of more practical mindedness. Let boys at school and college, for instance, be taught the elements of botany, or of natural history, or of geology, physiology, physiography, the principles of agriculture, sanitation, and cognate subjects. With practical applications suitable to the localities in which the students live, the localities themselves would afford the specimens, the laboratories, the plant, so to speak, requisite for such elementary studies.

"I am aware that a great deal has to be done before much can be achieved in this direction,—teachers must be taught, and trained to impart this knowledge, and the public mind must be awakened to an appreciation of its value; but this is only what had, and has still, to be encountered in much more civilised countries, and is all the greater reason for strenuous efforts being at once made to achieve the ends in view.

"I know that there is nothing new or original in the foregoing few remarks, and I merely offer them in the hope that they may add to the like testimony of others more qualified to enlarge on the subject."

From D. A. G. CROMBIE, Esq., Secy. and Treasurer, Bank of Madras, to the Secretary to the Madras Sessions of the Education Commission,—No. 1216, dated 20th November 1882.

Briefly, the young men who join us are all more or less deficient in simple *arithmetic*. Very few of them are called upon to compose letters, but from what we have seen they are all deficient in *English composition*. The principal work that is expected of them at first is copying, and with regard to *writing* there is no great fault to be found. In fact, when a vacancy occurs in this office we have a large number of applications, and the specimens of penmanship are sometimes excellent.

The behaviour of the young Natives and East Indians in this office is very good, and they are regular in attendance. They are, however, as a rule, extremely impecunious, and this is greatly owing to their inattention to the commonest principles of economy, and to the marriage laws and family charities which hamper many natives with debt from their earliest start in life.

From C. SIMPSON, Esq., Chairman, Chamber of Commerce, Madras, to the Honorary Secretary, Education Commission, Madras Provincial Committee, Calcutta, dated 21st December 1882.

Your letter of the 31st October has been laid before the members of this Chamber, and I have now the pleasure to communicate to you, for the information of the Education Commission, a summary of the opinions expressed by various banks and mercantile houses "concerning the fitness for the ordinary duties of life of men, who may be regarded as legitimate products of the system of education at present followed in this Presidency."

Messrs. Arbutnot and Co.'s report may be thus summarised:

"An educated native thinks mercantile work, or rather the salary which his qualifications would deserve, beneath him. We want men who have a decent knowledge of arithmetic, can write a good hand, and can compose a simple letter in intelligible English. Very few of the candidates for employment come up to this standard. One of our smartest native clerks was educated at the normal school and passed the uncovenanted civil service examination. One very useful man was plucked for his F.A. We have several native clerks who were educated at Patchappah's school, and they are the best "all round" men we have. We have no "graduates" in our employ. The chief want for our work is a sound schooling in anglo-vernacular schools, with special attention paid to arithmetic, good handwriting, and English composition." Finally, it is suggested as worth consideration by the Education Commission, whether a commercial test-examination might not be instituted with advantage, requiring candidates to qualify thoroughly in arithmetic, handwriting and English composition, and allowing short-hand writing and French or German as extra subjects. It is

thought that not much useful acquaintance with book-keeping could be attained apart from practical work.

Messrs. Binny and Co. report that they experience difficulty in obtaining young clerks who can write a good legible hand or compose a plain English letter.

The Agent of the Chartered Mercantile Bank makes the same complaint as Messrs. Binny and Co., and adds that he has difficulty in finding men who can make a simple arithmetical calculation.

Messrs. Dymes and Co. confirm the opinion of Messrs. Binny and Co., and add: "Educated natives will not begin at the bottom of the office, and they are quite useless in any other position."

Messrs. T. A. Taylor and Co. express an opinion that natives only apply for employment in mercantile offices after all chance of getting Government employment has failed. They prefer to go as volunteers in Government offices to accepting a small salary at once in a mercantile office, and for the reason, that in the Government service they may look forward to a pension.

The Agent of the Oriental Bank prefers natives to East Indians for general office work, but considers that the native clerks "have still much to learn to fit them for their duties."

Messrs. H. M. A. Badsha Sahib and Co. report that educated natives do not like employment in mercantile offices, chiefly because such a wide field is open to them in the Government service for the display of their abilities, and because they think the prospects of that service brighter. It is only those men who have not had the benefit of a good education, and do not possess the necessary qualifications for serving under Government, look elsewhere for employment. It is among such men are found those who are unable to write a legible hand, to make an arithmetical calculation, or compose a simple letter in intelligible English. All this is attributable to the deficient education they have received at the schools and colleges where they have been taught, and where, in the generality of cases, the pupils are taught with very little regard to their future practical usefulness. Some subjects, which are of the most practical importance, and which are at present excluded from the generality of schools in this country, might be introduced with very great advantage both to the pupils themselves and to the interests of the public and private offices where they may be employed afterwards.

The result of the Chamber's enquiries on the subject-matter of your letter has, as you will observe, been to show that few, if any, of the highly educated natives seek for employment in banks or mercantile offices, while those who do find employment in such offices receive no special school preparation for their work.

From COLONEL R. A. MOORE, Officiating Commissary General, Madras, to the Secretary to the Madras Sessions of the Education Commission,—No. 6851, dated 8th November 1882.

In reply to your letter dated 3rd November 1882, I beg to state that the young men who present themselves at this office to be entertained as clerks, having passed the uncovenanted civil service examination or the matriculation examination and handwriting test, are often found, on undergoing the departmental examination, to write bad hands and to be bad accountants.

It frequently happens that men who have not passed are much better qualified for appointment in both these particulars.

I may add that the departmental examination is an exceedingly simple one. The candidates are required to write out a long passage from a printed page, containing about 780 words; and to calculate a victualling bill containing eight simple sums of this kind—

8,673lbs. of beef @ 11½lbs. per rupee.

This simple examination half the passed candidates examined fail to pass.

From P. P. HUTCHINS, Esq., Madras, to the Secretary to the Madras Sessions of the Education Commission,—dated the 15th November 1882.

I can say nothing but good of the results of the present system of education, as exemplified in the young men to whom I have been able to give employment. Perhaps this may be partly due to my being very careful, and even slow, about the original selection of candidates; but those whom I have selected I have almost invariably found exceedingly useful, and most of them seem to have acquired a certain amount of self-respect which has, I believe, kept them straight and honest. That it would have this effect if they were not properly looked after and promptly called to account for anything suspicious, is more than I would venture to say; but I believe there is a far higher moral tone than formerly both in the superior and in the subordinate ranks of the public service. I attribute it in a great measure to education, but even more, to the better pay which is now given and the many lucrative appointments to which any man may now look forward.

I think I may say the same of the vakils; but here, again, I have been very cautious, until the new Legal Practitioners Act and the Rules made under it swamped my court with men of whom I know nothing, and I am almost tempted to say, careless; but the fact is that I was preparing to leave this court when the Act first came into force, so it is not likely I should feel much personal interest in the new comers.

I have, of course, come across a few graduates "puffed up with their own conceits," and a few more to whom no education could have imparted virtue; but that was, I think, the fault of the men, and not of the system. I should be glad to point out deficiencies in the system as exhibited in its products if I could, but I can only think of one, and that is the poor way in which the vernaculars seem to be taught. My translators render Tamil into English far better than English into Tamil, and colloquially they are often at fault with the rustic population.

From A. T. ARUNDEL, Esq., President, Municipal Commission, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 21st November 1882.

I have the pleasure to reply to your letter of the 31st October. In my capacity of Magistrate, Revenue and Settlement Officer, and finally as President of the Municipality in Madras, I have had many opportunities of forming an opinion as to the capabilities of educated natives for administrative duties.

At the outset I may say that I consider the educated native, that is to say, a man who has received a fair college education, but not necessarily a graduate, as on the whole, and allowing for exceptions, very greatly the superior of the old type of native official in straightforwardness, integrity, freedom from caste superstition and general capacity. There is, however, one point of importance in which the comparison is not to the advantage of the educated natives, or at any rate there is no marked superiority over his uneducated predecessor. I refer to powers of observation, acquaintance with outdoor life and duties, and general adaptability in administrative work of this kind. Goethé's dictum, that "life is an action and not a thought," is reversed in this country. The natural bias of the Hindu mind is to thought rather than to action, and the present educational system does not sufficiently counteract this tendency. An illustration will perhaps make my meaning clearer. The English boy takes naturally to concrete activity; he has a mechanical turn, and makes kites, toys, traps, &c., or he wanders in search of birds, eggs, moths, butterflies, fish, orchids, and interests himself generally in things animate and inanimate around him, or, at the least, he will learn some local geography in paper chases, and will strengthen all his bodily powers in this way and by cricket and other active games. What he chiefly needs is to be led out of these things, or better still, *through* them to books and abstract study. With the Hindu youth there seems to be no such natural attraction to outdoor life and

pursuits; he takes readily to books and to study, and to a quiet indoor life. A complete system of education should lead him out of this, or better still, *through* to the physical activities he stands in need of. It seems probable that the prolonged study needed for success in university and other examinations renders the lads still more disinclined for outdoor pursuits, or at any rate leaves little or no time to be given thereto. The old public servants usually belonged to the class of landholders; and as such, they were from boyhood acquainted with the details of ordinary agricultural pursuits, knew a good deal about the village irrigation works, were present when breaches occurred in the channel or reservoir banks, and brought their own farm labourers to assist in the common efforts of the village to repair the injury.

School and college studies allow no time for these things now, and moreover the lads are brought to centres of educational activity altogether removed from such scenes.

The remedy for these defects seems to me to lie, first, in the *practical* study of physical sciences, botany, zoology, chemistry, &c.; and second, in making physical training, including outdoor games, gymnastics, and so forth, as essential a part of the system of education as the study of English or mathematics.

From J. LEE-WARNER, Esq., M.C.S., Nellore, to the Secretary to the Madras Sessions of the Education Commission,—dated 8th November 1882.

My opinion is asked regarding the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the present-day system of education followed in this Presidency.

Fitness may be treated from the intellectual, moral, physical, and social point of view.

As regards the intellectual abilities of the young men with whom my work brings me into contact, I consider them, as a class, quicker at picking up the manifold duties of office than their prototypes of twenty years ago. It must be the improved education which has sharpened their faculties, as I have not noticed any changes in their home life and its surroundings to account otherwise for it. No doubt under the old system there were to be found now and again surprisingly clever men, who have picked up an education anyhow; but the superiority, for which I am now contending, extends through the rank and file. And it is difficult to see what other result could be expected from comparing the education which is so easily procured now-a-days with the inferior teaching of former years.

The faults which I do find with the present men are—

Their want of training in their own mother-tongue.

The surface nature of their English education.

It may sound in a measure paradoxical to say so; but I trace both these defects, among other causes, to the absence of sound vernacular curricula. Under the present system a boy is taken from the cradle to school, where, before he has an idea of his own which he can adequately express in his native language, he is put upon English. Till very recently classics furnished an almost exclusive field for the mental development of nearly all English boys of the upper and upper middle classes, but no head master of any public school ever dreamed of undervaluing the importance of his pupils correctly rendering a passage well selected from standard English prose into its Latin or Greek equivalent. Bradley of Marlborough carried this to very high perfection. His pupils well remember how his lectures on prose translation were real exercises of the mind. But what is the practice here? The vernaculars are practically ignored—I do not say that there is not good reason for it, but they *are* ignored—and thus this most important branch of school exercise is lost to the boys; and "paraphrasing" becomes the miserable substitute with which schoolmasters replace translation. Surely there can be nothing sound in a system of instruction which leaves a boy at the conclusion of

its course unable to express accurately either his own, or the thoughts which are given to him, in *his own* language. Yet, from the imperfect and slovenly manner in which clerks ordinarily translate, it is clear that they have not been taught to seek and obtain a mastery of the right use of words.

The system of test examinations is, in my opinion, a fruitful source of the superficial acquirements of the young men. I cannot understand why all lower and upper primary tests are not abolished; and promotion into the middle school left to follow class examinations. I am not even sure that I would retain the middle school examination so averse am I to setting a boy of tender age down to paper questions. The answering a paper tortures and confuses his mind. If he succeeds, he is encouraged in a taste for cram (*i.e.*, getting up answers to questions as such) through all his future course. If he fails, he may be hopelessly discouraged. It seems to me a wholly wrong plan to get boys at such an age into such a mental attitude towards learning. Often they never shake it off; and all their acquirements being subsequently made on the same principle, what should grow with them into their being, as often as not falls away from them, as entirely as the garment, which—the badge of his secular work in the cutcherry,—the matriculate “Brahmin of Brahmins” hangs up in his vestibule, as a sign, that he has, on returning to his normal existence in the home-life, quitted something which is alien and unpleasant.

As regards the moral fitness of those who are entering the Government service in the present day, I must preface my remarks by saying that, when the first graduates left the University, scandals were more frequent because of the powerful counteracting influences which destroyed the little good wrought in them by education. Thirty years ago and less, *all* officials took bribes as a matter of course; and no suitor came to a Collector's office without something in his hand; but since then an opinion has, in the presence of a sound and just administration overshadowing every corner of the country, begun to form itself quite apart from morality, that it is the wisest policy to be honest. Salaries also have been much increased. I cannot therefore admit that all the gain in respect of the greater moral fitness observable among educated officials is traceable solely to the education now obtained. Thus, while I think that corruption is gone out of fashion somewhat, I have often to deplore the entire absence of influencing moral motives on the young men who are now entering the service. It is my theory, drawn from better experience, that the education of the day, carried ever to the highest pitch of excellence which an university career can ensure, is not a guarantee that a young man will be ashamed to give anything but his highest work, or that he will not—I say it with regret—tell a direct falsehood if he can gain anything by it. The fact is, that the Government has been so over-anxious to preserve the appearance of strict religious neutrality, that even the teaching of morality has been neglected. If some teachers do take advantage of the moral tone which underlies some of the Western writings, which are in the university curriculum, they are the exception. Young men are being yearly sent out as graduates unpossessed of a single religious idea. Morality cannot be taught by merely putting books of good moral tendency into boy's hands. Except in very rare instances, it requires a personal influence to drive the teaching home. Here none of that is exercised; for, except in the mission schools, there is not even an attempt to follow the boys with good influence into their home lives. Thus the boys are growing up from very tender age to lead the dual lives which is the most sorrowful feature in the moral landscape of this country. It is a sort of training under which no public spirit can be developed, because it leaves entirely out of account the “duty to others,”—that duty which finds its highest expression in the Catholic doctrine of Christian charity. Religion or morality (call it what any one pleases) plays far too important a part in every man's life for it teaching to be entirely neglected in the first quarter of it. Often and often among my native friends have I detected under much learning the fatal want of

moral ballast; and I have uniformly put it down to the same cause, the neglect to cultivate the inner life in early youth. In the noble teaching of the parable of the fig tree, works are the spontaneous natural manifestations of the life within; and this neglect of moral or religious cultivation must account for much of the dead lives of these young men. I know the difficulty of the subject, and am not prepared to say how it should be overcome; but until it is overcome, I would say that I see no grounds for expecting a moral awakening of the nation, whose young men are sent forth to fight the battle of life with dwarfed and stunted moral natures.

Before quitting this subject, I would like to refer to a paper by Mr. Muthusami Iyyer, which appeared in the *Madras Mail* some few days ago. It seemed to me that his remarks about the feelings of dislike and repugnance towards the mission schools would have been true if they had been made in 1840 instead of in 1882. The vast number of native caste boys attending these institutions in spite of the existence of Government and Hindu schools in the same towns, prove beyond doubt that there is no such ill-feeling towards the mission influence as is described by Mr. Muthusami Iyyer to be in existence now. The same popularity points in favour of my argument, that the parents are not so unwilling that morality should be taught as part of a healthy school system.

As regards the physical fitness of the young men of the present day, I cannot see where the opponents of the modern B. A. have got their notion of his eternal “dyspepsia and debility” from. I appoint my Revenue Inspectors from B. As. and F. As. by preference, where such offer themselves for employment; and I cannot find that their field work is worse done than by the old gomastah class, who served in the last generation. There will be still greater physical improvement hereafter among the boys who come out from schools provided with gymnasia and outdoor games, as well as better internal class accommodation. “Crowding” in the teaching rooms is often more the cause of sickness than anything else.

As regards their social fitness, I can only admit that in some districts (the northern ones especially), the most successful boys are often sons of poor parents; and, so far as they can pass out first and secure appointments in the Government service, they may exclude the sons of richer men who have higher social standing in the district, but who are too ignorant or indolent to pass the examinations; but I cannot say that they are not as well fitted socially for these appointments as the latter. Take away the element of caste, and I think it would be found very difficult to differentiate the social standings of the many boys in the Government schools.

It is perhaps needless for me to add here, that all my remarks in the above apply to the general average class of young men who have entered, and are entering, the Government service. I have nowhere said that higher education is not capable of turning out, and that it does not turn out, a class of men who are capable of filling the highest posts of administration. I have spoken of the rank and file, as I see them in their daily work in all the grades of Government service, and chiefly with reference to life in the mofussil, as opposed to life in large towns.

In conclusion, the great desideratum of the present time in my opinion is a vast diffusion of primary education in the rural districts. It should never be forgotten how important a bearing a decent system of education in the pial schools, whence come our village Magistrates and Curnums and the other οἱ πολλοί of the official world, must have on the national development. This improvement can only be effected by raising the social status of the village schoolmaster, and putting life into his work. I should fill up too much space were I to discuss how this should be effected; and there is already much evidence on this head before the Commission. I will content myself with pointing out what I have not seen sufficiently noticed among the answers, which have been from time to time printed in the local newspapers, that the staff of inspecting schoolmasters is

undermanned, that an inferior and indifferent lot of men are appointed to do that work, and that, as far as I know, they are not even provided with a set of departmental rules to guide their conduct. It is a significant fact, that I never come across a man of this class who does not set to work to denounce education as a profession, and to beg for a transfer to a post of equal or less salary in any branch of the Revenue Department. If the inspecting schoolmasters only take up their work in this way, as a makeshift, there can be small blame to their pupils if they in their turn contemplate the education imparted to them as only the means to one end, and that end, Government employment.

EVIDENCE

TAKEN BEFORE

THE MADRAS PROVINCIAL COMMITTEE,

OCTOBER, 1882.

EVIDENCE TAKEN BEFORE THE MADRAS PROVINCIAL COMMITTEE.

THE Provincial Committee for Madras assembled on Tuesday, the 3rd of October. Evidence was taken from the 4th to the 17th October at the University Senate House. The hearing of witnesses commenced at 11 o'clock, and during their examination the Meetings of the Commission were open to representatives of the Press and to the public.

MEMBERS OF THE BOARD FOR THE MADRAS PRESIDENCY.

The Hon. W. W. HUNTER, LL.D., C.I.E.,—*President of the Commission.*
 J. T. Fowler, Esq. *Chairman, Madras Provincial Committee.*
 The Rev. A. Jean, D.D. } *Members of the Madras Provincial Committee.*
 P. Ranganada Mudaliyar, Esq., M.A. }
 The Rev. William Miller, M.A. *Secretary do. do.*

LIST OF WITNESSES FOR THE MADRAS PRESIDENCY.

Date.	Name.	Designation.
OCTOBER.		
Wednesday, 4th	The Right Rev. Dr. Colgan	Roman Catholic Bishop of Madras.
	Mrs. I. Brander	Inspectress, Girls' Schools, Presidency.
	Mrs. R. M. Banboo	Connected with Free Church Female Education.
	Mir Ansar-u-din Sahib	Presidency Magistrate, Madras.
	Dr. John Bradshaw, M.A., LL.D.	Inspector of Schools, 4th Division.
Thursday, 5th	Dr. D. Duncan, M.A., D.S.C.	Principal, Presidency College, and Registrar of the University.
	P. Vijiaranga Mudaliyar, Esq.	Deputy Inspector of Schools, Presidency.
	The Rev. E. Sell, B.D.	Secretary, Church Mission Society, Madras.
Friday, 6th	<i>For visiting Institutions.</i>	
Saturday, 7th	The Rev. W. Stevenson, M.A.	Secretary, Free Church of Scotland Mission.
	The Rev. A. Tarbes	Superior, St Joseph's Institution, Cuddalore.
	The Rev. N. Rondy	Roman Catholic Priest, Coimbatore.
Monday, 9th	C. M. Harrow, Esq., B.A.	Principal, Kerala Vidyasala, Calicut.
	The Rev. L. St. Cyr, S.J.	Roman Catholic Priest.
	P. Rangayya Chettiar, Esq., B.A.	Superintendent of Vernacular Instruction, Christian College, Madras.
Tuesday, 10th	The Hon. Mr. Justice T. Muttusami Aiyer, B.L., C.I.E.	Judge, High Court, Madras.
	Rai Bahadur T. Gopala Rau, B.A.	Professor, Presidency College.
	The Rev. J. Cooling, B.A.	Wesleyan Mission, Madras.
	<i>For visiting Institutions.</i>	
Wednesday, 11th	Mrs. Kearns	Church of England Zenana Mission, North Tinnevely.
	The Rev. V. W. Harcourt	C. M. S., Palamcottah.
	The Rev. J. L. Wyatt	S. P. G., Trichinopoly.
	The Rev. J. Hudson	Wesleyan Mission Representative, Bangalore.
Thursday, 12th	<i>For visiting Institutions.</i>	
Friday, 13th	V. Krishnamachariar, Esq.	Curator, Central Book Depot.
	F. A. Paulie, Esq.	German Mission, Mangalore.
	The Rev. B. Grueter	Professor of Science, Presidency College.
Saturday, 14th	Dr. W. H. Wilson, Ph.D., F.C.S., F.G.S.	Inspector of Schools, 2nd Division.
	George Bickle, Esq.	Principal, S.P.G. College, Trichinopoly.
	C. W. Pearce, Esq.	American Mission, Dindigul.
Monday, 16th	The Rev. Dr. E. Chester	Church Mission Society, Masulipatam.
	The Rev. J. E. Padfield	Superintendent of Stamps and Stationery.
	P. Chentsal Rau, Esq.	
Tuesday, 17th		

The following three also tendered evidence, though they did not appear in person, except Mr. Gallo, who reached Madras after the rising of the Commission :—

H. S. Thomas, Esq., M.C.S.	Member of the Board of Revenue.
J. Sturrock, Esq., M.C.S.	Collector and Magistrate, S. Kanara.
The Rev. T. L. Gallo	Catholic Priest.

Mahomed Razza Khan, of the Berar Commission, was examined by the Education Commission, Central Provinces.

The evidence with cross-examination is in the above order. Mr. Gopal Rao, from ill-health, was unable to prepare his evidence. Messrs. Paulie and Bickle could not appear.

STANDARD LIST.

Questions suggested for the examination of Witnesses before the Commission on Education. (Witnesses are requested to select any of these questions on which they have special knowledge, or they may propose others.)

1. Please state what opportunities you have had of forming an opinion on the subject of Education in India, and in what Province your experience has been gained.
2. Do you think that in your Province the system of Primary Education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?
3. In your Province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?
4. To what extent do indigenous schools exist in your Province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?
5. What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?
6. How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in Rural Districts? Can you enumerate the private agencies which exist for promoting primary instruction?
7. How far, in your opinion, can funds assigned for Primary Education in Rural Districts, be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?
8. What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?
9. Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?
10. What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?
11. Is the vernacular recognised and taught in the schools of your Province the dialect of the people? And if not, are the schools on that account less useful and popular?
12. Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?
13. Have you any suggestions to make regarding the taking of fees in primary schools?

14. Will you favour the Commission with your views; first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

15. Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

16. Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

17. In the Province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

18. If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

19. Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools, (c) Girls' schools, (d) Normal schools?

20. How far is the whole educational system, as at present administered, one of practical neutrality, i.e., one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

21. What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

22. Can you adduce any instance of a proprietary school or college supported entirely by fees?

23. Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

24. Is the cause of higher education in your Province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

25. Do educated natives in your Province readily find remunerative employment?

26. Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

27. Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

28. Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

29. What system prevails in your Province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

30. Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

31. Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

32. What is the system of school inspection pursued in your Province? In what respect is it capable of improvement?

33. Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

34. How far do you consider the text-books in use in all schools suitable?

35. Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

36. In a complete scheme of Education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

37. What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

38. In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

39. Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

40. Are any steps taken for promoting the physical well-being of students in the schools or colleges in your Province? Have you any suggestions to make on the subject?

41. Is there indigenous instruction for girls in the Province with which you are acquainted; and if so, what is its character?

42. What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

43. Have you any remarks to make on the subject of mixed schools?

44. What is the best method of providing teachers for girls?

45. Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

46. In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

47. What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

48. Is any part of the expenditure incurred by the Government on high education in your Province unnecessary?

49. Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

50. Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

51. Is the system of pupil teachers or monitors in force in your Province? If so, please state how it works.

52. Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

53. Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

54. Has the demand for high education in your Province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

55. To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

56. To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

57. To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

58. What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

59. In your opinion should fees in colleges be paid by the term, or by the month?

60. Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

61. Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

62. Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire Province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

63. Are there any arrangements between the colleges and schools of your Province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

64. In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

65. How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

66. Are European professors employed or likely to be employed in colleges under native management?

67. Are the circumstances of any class of the population in your Province (e.g., the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

68. How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

69. Can schools and colleges under native management compete successfully with corresponding institutions under European management?

70. Are the conditions on which grants-in-aid are given in your Province more onerous and complicated than necessary?

N.B.—The serial numbers of the questions in the Examination in Chief of the witnesses refer to the numbers which those questions bear in the Standard List of queries forwarded to all witnesses and reprinted at the beginning of this volume.

W. W. H.

Evidence of THE RIGHT REV. J. COLGAN, D.D., Roman Catholic Bishop of Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—A long residence in India, and the information received from Catholic Missionaries scattered over a great portion of the Madras Presidency, have enabled me to form an opinion on the subject of primary education.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The basis is generally believed to be satisfactory, but the system is capable of great development, inasmuch as primary education is confined to the principal villages in the district or taluq; many villages having no schools and being too far removed from the larger villages where schools have been established.

Yes: by the encouraging of establishment of schools and by more frequent inspections and more efficient teachers.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—As a rule, primary education is sought for by the people; and if some classes stand aloof, e.g., weavers, chucklers, &c., it is owing to their impoverished circumstances, as they are obliged to employ their children in helping to maintain their families. As a proof I may mention that children of the weaver class, from tender age can and do find employment in preparing materials for the looms.

The only practical exclusion arises from caste prejudice, and this remark I make in reference to village schools in the interior, where the children of the lower castes are excluded.

As a rule, the influential classes in rural districts are apathetic, taking no interest either for or against the extension of elementary education. The idea of female education in particular is entirely opposed to their views.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended

to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools are limited to the principal villages and capable of great extension. The character of instruction is very elementary, and the discipline as much as could be expected from teachers of such a class of schools.

Fees are levied from 1 to 4 annas a month.

The masters are taken from the class of Curmums and Conicopillays, and their qualifications must be very defective, as they have received no special training for teaching or school management.

I am not aware of any arrangements being in existence for supplying qualified teachers.

They can be turned to good account by providing suitable teachers and affording pecuniary aid for providing proper school accommodation.

I have no doubt as to the willingness of masters to accept State aid and in conformity with rules under which such aid is granted.

The grant-in-aid, so far as the result grant system is concerned, is more extensive than the salary grant system; the former can be further extended with great advantage in rural districts.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I am not in a position to offer an opinion as to the extent or value of home education, nor do I believe that such exists except to a very limited extent in Southern India. As a general question I answer that education in a public school is far more likely to be productive of favourable results.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government cannot depend on private native effort, either aided or unaided, for the supply of elementary education in the district. The private agencies that exist in the country are in a great measure confined to the different missionary bodies.

Ques. 7.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 7.—The position of a village schoolmaster does not procure for him any particular social status.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—To read or write in their own vernacular language and a fair knowledge of the four simple rules in arithmetic.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is suitable, but should be supplemented by a capitation grant for pupils, both boys and girls composing the class below the Preparatory A. or 1st Result Standard; otherwise a large number of pupils will be excluded from a participation in the Government grant, and these, as a rule, the most deserving and in need of encouragement.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—In reference to the 70th question, the last on the list, I must say that, from my experience and from the many complaints I have heard from time to time, I believe the conditions on which grants-in-aid are given are much more onerous and complicated than is either necessary

or useful. The forms required to be filled up by managers of schools are too numerous, often changed; and entail an amount of labour which is both expensive and, in their view, practically useless. I think there are but few who even attempt to wade through the "Statistical Tables" which occupy a large portion of the "Annual Reports" of the Director of Public Instruction, and for the compilation of which these various and varied forms are required. It would be, I feel, a great boon for school managers, Inspectors of Schools, and even for the Director of Public Instruction himself, if these could be simplified and then left unchanged.

My views on some of the other questions have been already expressed in the Memorial of the Catholic Bishops of Southern India addressed to the Honourable President and Members of the Education Commission, dated 31st May 1882.

Cross-examination of THE RIGHT REV. DR. J. COLGAN.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer to question 10, would you add any special lessons on agriculture?

A. 1.—I am afraid that boys at that stage are not capable of receiving any theoretical instruction, but they may receive practical instruction.

By MR. FOWLER.

Q. 1.—In your last answer I read "I think there are but few who even attempt to wade through the statistical tables."

Are you aware that one of your predecessors used such tables as a basis for applying for further aid? And does not this show at least one use to which they may be put?

A. 1.—I think one of my predecessors may have used particular parts to show the larger proportion of aid to other institutions, but he would not go through the whole.

Evidence of MRS. BRANDER, Inspectress of Girls' Schools, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—Such experience as I have on female education in India has been gained in the Presidency of Madras. I held the appointment of Superintendent of the Government Female Normal School in the Town of Madras from 1870 to 1876, and I have been Inspectress of Girls' Schools since June 1880.

Ques. 19. (c)—Are the grants adequate in the case of girls' schools?

Ans. 19. (c)—The rates of grants to girls' schools, both on the result and on the salary system, seem to me to be adequate to the work done.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Q. 2.—Then that would show their value to individual managers?

A. 2.—In a partial way.

By THE REV. DR. JEAN.

Q. 1.—When you say, in your answer to question 10, that reading or writing in a vernacular language, and a fair knowledge of the four rules in arithmetic, should form the subjects of instruction in primary schools, do you mean by primary schools the first or lowest standard only?

A. 1.—Yes, the first standard.

By THE PRESIDENT.

Q. 1.—With reference to answer 2 in your evidence, do you wish the Commission to understand that you think the system of primary instruction requires to be greatly extended to meet the legitimate wants of the people?

A. 1.—I think it does.

Ans. 29.—Government scholarships in girls' schools are of three kinds:—

1. Scholarships to normal students.
2. Scholarships to pupils who pass the primary examinations.
3. Scholarships (literally school fees) to pauper children.

1. Normal scholarships, varying from R6 to R12 per mensem, are paid by the Government to students under training in the Government Female Normal School. Half-grants, varying from R3 to R6, in aid of such scholarships, are given in aided normal schools.

2. In order to encourage girls reading in Government girls' schools to pursue their studies, 10 per cent. of the total attendance of the school receive scholarships, varying from R1 to R3, on passing the different primary examinations. These scholarships must be won in a Government school, but they are tenable in any other school, and are drawn for one year.

3. The school fees of very poor European and Eurasian children are paid by the Government, under the name of "free scholarships." These fees vary from 2 to 12 annas a month and may be claimed on account of 75 per cent. of the pauper children who receive gratuitous elementary education in aided institutions.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on the subject?

Ans. 39.—The reading books and poetical anthologies used in Government schools contain many lessons, verses, and axioms bearing upon duty and the principles of moral conduct. The daily school life necessarily presents continual opportunities for moral training, and teachers are thus reminded of their responsibilities in "Standing Orders." "Every teacher will take advantage of suitable opportunities for cultivating the moral sense of the pupils entrusted to his charge, but it must be remembered that example is more efficacious than precept, and that the tone of a school will largely depend on the personal character and conduct of the master, and especially of the headmaster." Details are then given of faults specially to be guarded against. I think that the most effectual method for moral training is here pointed out. The attention of students in Normal schools should be drawn to the importance of moral training and the best means of carrying it on, but I would deprecate formal lessons and text-books on the subject?

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In the infant and lower classes of girls' schools, marching and Kindergarten games are being gradually introduced, and in one or two schools the elder girls are drilled; but, as a rule, the attention paid to physical education in the girls' schools of Madras is insufficient. In schools for native girls it is wholly ignored. The climate of Madras rendering the inhabitants averse to physical exercise, it must be made very attractive to school-girls if it is to do them good. It seems wiser, therefore, to encourage marching, games, and dancing, and not to insist too much upon regular drill, which is tiring and, at present, unpopular. If such toys as battledores and shuttle-cocks, balls, and, where there is a play-ground, the requisites for croquet, badminton, and lawn-tennis, were added to the school apparatus and the pupils were encouraged to use them, the physical well-being of school-girls would, I think, be sufficiently encouraged. Most of the school buildings are fairly large and airy, but some are too small and wanting in ventilation.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—In indigenous schools for boys, it is not unusual for a few girls to be received and taught with their brothers. Many indigenous schools which are improved by inspecting schoolmasters and are finally brought into the Department and examined for result grant, are, at first, mixed schools. It then often happens that the number of girls increases, they are separated from the boys, and form a girls' school. Indigenous

schools for girls alone exist, but they are few. The instruction given is very elementary, including some knowledge of reading and writing in the vernacular, but usually excluding all else, even arithmetic and needle-work. After such schools are improved and rendered eligible for a grant, the subjects taught are, of course, those prescribed in the Grant-in-aid Code.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—There are, in this Presidency, a Government Female Normal School in the Presidency town, and according to the latest published statistics, 16 Government, 15 Municipal, and 13 Local Fund girls' schools in different parts of the Presidency. The Normal school was established in 1870 to provide trained native mistresses for the girls' schools. Of the other Government girls' schools, nine came into the charge of the Government when they resolved to relieve the Local Fund Boards and Municipalities of all charges connected with girls' schools. This was, I think, in 1875. The rest have been taken over subsequently, at the request of the managers. In addition to this, Government aid is granted to 338 girls' schools, of which 7 have high and 15 middle departments. The total number of pupils in all the above schools in 1880-81 was 17,496. The character of the instruction imparted in most of these schools is elementary. I think that most of the subjects taught are well chosen and are closely related to the daily life of the pupils, but I should like to see elementary science (or at least a knowledge of common animals, plants, and objects) recognized as a necessary part of the curriculum and better provision made for infant teaching. But while the subjects themselves are generally good, the manner of teaching them is bad. Both the teaching and learning are too much by rote. Oral instruction is almost unknown, and where it is attempted it is too often a failure. I do not think that these defects are due to any want of zeal or energy on the part of the teachers, but simply to want of training. My experience is that teachers here are anxious to improve and very ready to take advantage of any hints that are given to them. I would strongly advocate the establishment and encouragement of Normal schools, and I think that it would have a powerful influence for good if it were announced by the department that, after the lapse of a certain number of years (say 8 or 10, or more), no female teacher employed in a girls' school would receive Government aid, unless possessed of a Normal or Ordinary certificate, according to the definition of those certificates in the Grant-in-aid Code, and that one with a Normal certificate would be eligible for a higher grant than one with an ordinary certificate. Such a rule is, if I mistake not, already in force for teachers in boys' schools aided on the salary grant system. I fear that in result schools the teaching is even more by rote than in others. It is discouraging to find how completely much of the knowledge gained under one standard is forgotten, while the pupil is preparing for the next standard. It might be useful if some recapitulation of the work of the previous standard were required as a condition for passing all standards but the first. This need not add much to the work of inspecting officers, as they might be

required to re-examine in only one subject, but as that subject would not be announced beforehand, and would vary according to the will of the inspecting officer, it would be necessary for the pupils to keep up the whole of their old work, in order to be prepared. In all schools established for the poor it would, I think, be a great boon if industrial training were encouraged in every possible way. As far as my experience goes, the schools for the very poor are established chiefly by religious societies. The children receive a meal of curry and rice every day, a suit of clothes once or twice a year, and are charged no fees. This treatment is certainly generous, and I am told that it is necessary to insure the attendance of the children, but it cannot foster self-respect in the children or their parents and, as no trade is taught, the pupils pass from the school without the means of earning a livelihood and with habits the reverse of self-reliant. Might not the bad moral effects of this charity be to some extent diminished and the future condition of the pupils improved, if some simple industry were made part of the school course, and a grant were allowed for every pupil who showed a stated amount of competence? Grants are already sanctioned for tools for industrial schools and for salaries for instructors. But to obtain these grants, regular industrial schools on the salary grant system must be started, and I know of no managers who have yet seen their way to begin such undertakings, at least for girls. If, also, result grants for industrial work were sanctioned, it might be possible to open industrial classes in the result schools already existing, especially in those for the poor. I cannot but think that this instruction would be very valuable, not only in preparing the pupils to eventually earn a living, but also in training them to use their hands and to be self-reliant. It would be necessary, to some extent, to choose occupations that are not monopolised by certain castes, as, otherwise, the pupils would have no chance of practising their industry after leaving school. In girls' schools, such occupations as the manufacture of the paper flowers and garlands used at festivals, the little silk native bags and tassels, baskets and mats of rattan and palmyra leaf, native toys and pith models, might be introduced. In schools attended by girls of artisan castes, as weavers, fishers, or goldsmiths, instruction in the industry of their caste might be possible and even popular. It was once suggested to me by a caste man, head master of a Government girls' school, that if caste girls were taught goldsmith's work, they would find plenty of occupation, because they would carry on their work in the presence of their employers, the caste ladies, who at present have to part with their jewels when they wish to have them mended or re-set. In schools for rich caste girls, industrial training, except in needle-work, is of course unnecessary. The problem in their case is how their education is to be carried on after the age of ten or eleven, when they leave school. The Zenana teachers of the Missionary societies have, I think, indicated the best course. They attend native houses in the character of daily governesses, and continue the education of those girls who have left school. There seems to be an increasing demand among native households for this continued education, and to extend it, and make it as efficient as possible, seems to be the only way to adequately provide for the education of Indian ladies of the higher classes. With this end in view, it is very desir-

able that the work should, wherever it is possible, be thrown open to Government inspection and should, at the same time, receive Government aid. I am thankful to say that a rule has lately been added to the Grant-in-aid Code, providing that, subject to certain conditions, grants may be sanctioned in aid of the salaries of teachers employed in such home education. Thus it is likely that efficiency and permanency will be secured for the work. The agents of the missionary societies are not sufficiently numerous to supply the demand for home teaching, and there are many households in which they are not welcome. It is therefore satisfactory to find that secular agencies, notably the National Indian Association, are coming forward also to join in the work.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—There are many elementary mixed schools in the Presidency, most of them being for Eurasians. As far as I have been able to judge, they work well.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The question of providing teachers for girls' schools in India is a most difficult one. Theoretically, schools for Native girls should in my opinion be officered entirely by well-trained mistresses of their own caste. The influence of such mistresses over their pupils would be good, needle-work and hygiene could be better taught, good habits better inculcated, infant teaching would improve, the elder girls would remain at school longer than they now do, girls' schools would be more popular with parents, and the schoolmistresses would be readily admitted to the homes, to continue the education of girls who had left school. It is to be hoped that the time will come when all this may be possible. At present it is a rare exception to find a caste girl of respectable family who is willing to so far depart from custom as to become a teacher. Among Native Christians the same customs are not so rigid, and some of them become good teachers, but there are difficulties in the way of employing them, except in their native place. Some Eurasian girls are now qualifying themselves, by studying the vernaculars, to take charge of Native girls' schools. I think that it is necessary for Managers and Inspectors to diligently enquire for girls willing to become teachers. If they are suitable, they should be sent to the nearest Female Normal School, care being taken that a respectable home is provided for them. When their training is over, they should return to their native town or village, live with their own family, and teach in the girls' school there. Where such arrangements are not possible, it is, I think, usually better to employ male teachers.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—In schools aided on the salary grant system, schoolmistresses are eligible for higher grants, with lower qualifications, than schoolmasters. In schools aided on the result system, the grants for girls are 75 per cent. higher than those for boys, and girls can earn a grant for needle-work, which boys cannot. I think the distinction in favour of girls is sufficiently marked.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—The appointment of Superintendent of the Government Female Normal School has hitherto been held by European ladies, and the Secretary of State has recently been requested by this Government to appoint another European lady to that post. The Superintendents of many of the schools belonging to the Missionary and other Societies and many of their Zenana Agents are European and American ladies. Committees of influential ladies undertake the management of some of the leading schools. The chief of these in the town of Madras are the Committees of the

Civil and Military Female Orphan Asylums, other Orphanages, and the Hobart School for Muhammadan girls.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I think that the returns required from Government and aided institutions and also from inspecting officers are too numerous and too complicated. The time and labour spent upon preparing them seems excessive, and is, of course, so much withdrawn from the work of education. I do not think that admission to examinations and the payment of grant should depend upon such matters as protection from small-pox, although managers should use their influence to induce teachers and pupils to be vaccinated.

Cross-examination of MRS. BRANDER.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer to question 45, is it your opinion that the subjects of examination for results grants to girls' schools are inappropriate?

A. 1.—I think not.

Q. 2.—Or that the standards are too high?

A. 2.—No. I think they are not too high.

By MR. FOWLER.

Q. 1.—In answer to question 42 you say "I would strongly advocate the establishment and encouragement of Normal schools"—Would pupils for such schools be forthcoming?

A. 1.—I think they would be forthcoming in increasing numbers.

Q. 2.—Do the results in the Madras Female Normal School justify this opinion?

A. 2.—No, but I think that school has not had a fair chance, and that its failure has been due to causes now removed; and pupils of the right kind are now coming forward in larger numbers.

Q. 3.—Would you advocate the re-introduction of capitation grants in girls' schools?

A. 3.—I have had no experience of the working of that system, and do not know how it would act.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether the following statement of the proportion of aid extended to female education, which I take from the last Report on Public Instruction, represents something like the true state of the case, viz.—

(a) Proportion contributed from public funds to aided girls' schools throughout the Presidency at large=30 per cent. of their entire expense.

(b) Proportion contributed from public funds to aided girls' schools in Madras=27 per cent. of their entire expense.

(c) Proportion of entire expense borne by public funds in Government girls' schools=98 per cent.

A. 1.—I cannot answer without the figures before me or without verifying them.

Q. 2.—Setting aside the question of whether the amount of aid is adequate for the work done, may I ask whether aid to the amount of 27 or 30 per cent. of the entire expense is sufficient to

encourage those who might help in meeting the many difficulties incident to female education, especially considering that in schools managed by the Department it is found necessary to resort to public funds for aid more than three times as great as that which is given to private parties?

A. 2.—I am not able to judge of what amount of encouragement would be sufficient, because what might be sufficient for one might not be for others.

Q. 3.—May I ask whether it would not be better if Government spent the sum it is able to afford for scholarships to girls in a way that would stimulate and reward the pupils in all schools equally?

A. 3.—I think that it would be well if grants-in-aid of scholarships were given in aided schools.

Q. 4.—Although the grant for a girl who passes a certain standard is 75 per cent. higher than for a boy who passes it, am I not correct in saying that the standard is the same for girls as for boys; and, if so, may I ask whether, in the present backward state of female education, it would not be well to have standards for girls lower, as well as the reward for passing higher, than in the case of boys?

A. 4.—I think that the standards are at present quite low enough.

By THE REV. DR. JEAN.

Q. 1.—If I understand you well, you do not approve of Hindoo girls being drilled for the present, do you?

A. 1.—I should approve of it, but not insist where it is unpopular.

Q. 2.—Besides ladies connected with Protestant ministers and European Nuns, do you know of other European ladies who take share in the promotion of Female education in Southern India?

A. 2.—The Superintendents of some girls' schools are unconnected with missionaries. There are Committees of ladies.

Q. 3.—In reference to your answer to question 43, have you no objection to boys being mingled with girls in mixed schools? Are you aware that there is a strong popular feeling against mixed schools in Southern India?

A. 3.—My answer referred to Eurasian and elementary (for very young children) mixed schools. But I am aware of the popular feeling against mixed schools.

Q. 4.—In your answer to question 42 you propose that Government should make it a rule to give aid only to female teachers who are possessed of a Normal or ordinary Certificate. Do you think that if the measure were adopted, a sufficient supply of female teachers would still be found?

A. 4.—If the rule were announced now, and a time fixed, eight or ten years hence, to put it into execution, the supply would be ready at the time.

Q. 5.—Would you not exempt from that rule such female teachers as are now, and have been for years, employed in teaching?

A. 5.—No; all should have a Normal or an ordinary certificate ten years hence.

Q. 6.—Were girls to be examined not only on the matters seen in the course of the present year, but also on the subjects of the previous years being recapitulated, would not the standard of examination, which some find very high and difficult as it stands in the case of girls, become too difficult?

A. 6.—I think that the standard would not be too difficult, even though the subjects of the preceding years were recapitulated.

By THE PRESIDENT.

Q. 1.—With reference to answer No. 29 in your evidence, is it possible for a girl studying in a girls' school to obtain a Government scholarship and to hold it in an aided school? In short, must a girl go to a Government school in order to win a Government scholarship?

A. 1.—A girl must go to a Government school to win a Government scholarship under the present rules. Those rules are now under reconsideration, and I understand the point is being discussed whether such scholarships should not be made available for aided schools.

Q. 2.—With reference to answer No. 42 in your evidence, is the supply of female teachers at present equal to the demand?

A. 2.—The present supply is quite inadequate to the demand. It is, however, slowly increasing.

Q. 3.—You have spoken of "daily governesses" in private native families, and of "secular agencies" for Zenana teaching. Have you had any personal acquaintance with the work of such governesses and secular agencies, and if so, will you favour the Commission with further details?

A. 3.—I have a personal acquaintance both of the daily governesses and of the secular agencies. The daily governesses have hitherto been exclusively connected with Missions, both European and native.

A few native gentlemen have, however, employed Eurasian and European governesses unconnected with Missionary Societies. The National Indian Association, of which I am Secretary, started this work last July on a primary secular basis, with two governesses. One of these ladies is a Native Christian, and the other is a Mudaliyar (good Sudra caste). The experiment has only been three months in operation. The native families have welcomed it, and pay fees of 8 annas to 2 rupees per mensem for a lesson of about 2½ hours a week. Most of them also subscribe to the National Indian Association, which is raising a fund for this object, and in time the movement will become self-supporting. The Government has promised to give a grant of half the salary to such ladies on certain conditions. I put in evidence the rules in

full. I am very hopeful about this secular movement, for it is the work of the leading native gentlemen themselves. I think, however, that the rules for giving grants for home female teaching should be rendered more easy to be complied with. And I have reported to the Director of Public Instruction that I could not comply with the present rules.

Q. 4.—With reference to answer No. 44 in your evidence, have you studied the very successful method adopted in the Central Provinces for training young schoolmasters' wives as teachers, and then setting up the young couple in some town or village where both a girls' and a boys' school is required? Have you tried that system in Madras?

A. 4.—I have not heard of this system. It has not been tried by the Education Department in Madras.

Q. 5.—Do you think that male inspection is suitable or possible for girls' schools of good castes; and, if enforced, has it any effect in inducing the girls to leave school at an earlier age than they might otherwise remain?

A. 5.—I do not think it so suitable as female inspection. But I have not heard any specific complaint on this head. I am the only lady Inspector in the Madras Presidency. My jurisdiction extends only over about 130 schools in Madras Town, and the Chingleput and Nellore Districts, and in certain towns in Tanjore. My impression is that in most schools the teacher and pupils prefer to be inspected by a lady. I would advocate the system of inspecting girls' schools throughout the Presidency by means of lady Inspectors. There is only one Deputy Inspector of Schools in the Madras Presidency. I would certainly advocate the increase of these officers, if efficient ladies can be obtained for the purpose.

Q. 6.—Will you kindly state the rules alluded to in answer 70 of your evidence with reference to making the payment of grants to schools dependent on their protection from small-pox?

A. 6.—The system I refer to is practised by the Madras Municipality as regards girls' schools, not by the Government. The vaccinator goes round

NOTIFICATION.

No. 52.—The Right Honourable the Governor in Council is pleased to sanction the following addition to Rule 46 of the Grant-in-aid Code:—

(b) Grants-in-aid of the salaries of qualified female teachers of Hindu and Mahomedan girls pursuing their studies in private houses may be sanctioned by the Director of Public Instruction according to the scale laid down in Rule 43, provided (1) that the teacher is employed by the Manager of a Girls' School, or by a regularly constituted Committee, Society, or Association; (2) that the current accounts, the list of establishment, each household class, together with the time-table, the scheme of studies, and register of attendance, so far as secular instruction is concerned, are subject to Government inspection; (3) that the instruction given does not fall below that prescribed for the 4th Standard; (4) that each pupil receives instruction, according to the standard in which she may be studying in one or more languages, in Arithmetic and in History and Geography; (5) that such monthly fees as may be from time to time prescribed are levied; (6) that the total number of pupils under instruction shall not be more than fifteen and not less than three in any one household; (7) that the pupils under instruction be not less than twelve or more than twenty-five years of age; (8) that the teacher devote to each household class not less than four hours, and in the aggregate to all the classes not less than twenty hours, weekly.

(Signed) C. G. MASTER,
Chief Secretary.

the schools a fortnight before my inspection, and certifies to the number of girls protected by successful vaccination. I am only allowed to recommend a grant on the number thus certified. In all cases the teachers must be protected by successful

ful vaccination or small-pox, in order that I may recommend the school for a grant. No Government scholarship can be held by a girl who is not certified as protected by small-pox.

Evidence of MRS. R. M. BAUDOO, Free Church Mission Girls' Schools, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been associated for over 20 years in the management of the Caste Hindu girls' schools of the Free Church of Scotland Mission, and in carrying instructions to the homes of Hindu ladies in Madras. I can only, therefore, attempt to submit brief replies to the questions relating to female education in this part of India.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Hindus living in this part of the country, if they are not now opposed, are still indifferent to the education of their females. The difficulties in inducing parents to send their girls to school, and in keeping them under instruction for any length of time, have been hitherto so great, that masters of indigenous schools have not attempted to educate them in any numbers. Here and there, a child or two was to be found attending, for a very limited period, schools set up for boys; and the instruction given there was of a very elementary character, embracing, as it did, spelling and reading, without understanding the meaning, simple addition in arithmetic, and a little writing. There have also been a few instances in which girls were encouraged by their parents to keep up the habit of reading; but the books they read were generally of the most worthless character, and "sometimes of a morality that could scarcely be called doubtful." The Maharajah of Vizianagaram with his well-known liberality founded, within the last few years, five schools for Hindu girls in Madras. Other native gentlemen, like Streenivassa Pillay, a late Trustee of Patcheappah's Charities, have also provided means for the establishment of a few girls' schools. These schools, in which instruction is provided according to the standards laid down by the Director of Public Instruction, owe their origin to the enlightenment and education which their promoters received from the West, and will not therefore, I think, be regarded as indigenous schools. The same must be said with regard to three or four schools which have been brought into existence mainly by the encouragement given under the Grant-in-aid Code.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—The Education Department of Government did nothing directly for the instruction of girls until the late Miss Carpenter in 1867 turned their attention to it. The agitation which that lady kept up, led to the opening of the Government Female Normal School in 1870, for the purpose of training native schoolmistresses. This was the first school that Government opened for

females in this part of India. In January 1875 they took over the management of ten Municipal and Local Fund girls' schools in the Nellore, South Arcot, North Arcot, Salem, and Tanjore districts, which contained 365 girls. In 1881 the number of Government schools increased to twelve, which were attended by 564 girls; 536 of these girls were in the Lower Primary Department, while only 28 belonged to the Upper Primary. The course of instruction provided in these schools is that laid down by the Director of Public Instruction for boys, excepting English, for which a little plain needle-work is substituted. This course, which is suited for boys, is found to be somewhat high for girls, who are generally very young, and who are allowed to attend school only for about 2½ years on the average. In arithmetic, the portion required should be limited to simple and compound rules, a knowledge of which is considered by the people to be sufficient for all practical purposes, and instead of teaching separate text-books on agriculture and hygiene, selected portions should be introduced into the readers, on the plan adopted by Dr. Murdoch of the Christian Vernacular Education Society in the series published by that Society. The time thus saved should be devoted to a little fancy needle-work, such as Crochet, Knitting, Embroidery, Crewel, and Berlin work, which affords peculiar attractions to the young, and to a little physical training, which is now utterly neglected in girls' schools.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools, with all that may be said in their favour, are not suited to Hindu children. The total absence of home training, the habits of thought and life to which the children from their early years get accustomed in their own homes, and their precocity, make the mixing of boys and girls in schools objectionable. The feeling of Hindu parents is strongly against it.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—If respectable Hindu women can be induced to attend Normal schools for being trained, that will be the best method of providing teachers. But Hindu opinion is still against women of this description taking to the profession. Non-Christian Hindu women, who have any regard for the rules of their society, rarely venture to become teachers. To set women of weak character as teachers leads to serious difficulties by rousing up old prejudices against female education in this country. The failure of the Government Female Normal School, so far as the training of native teachers is concerned, even after a trial of 12 years, must, in a very large measure, be traced to this difficulty. Colonel Macdonald, the late Director of Public Instruction, admitted "that a mistake was made originally in commencing with a Normal school" for Native females. The plan, that is likely to succeed in

the present state of Hindu society is gradually to form a Normal department in connection with a few well-organised girls' schools in Madras, which their promising pupils may be induced, by means of scholarships, to join; and to appoint a training mistress to visit them regularly, for the purpose of giving model and criticism lessons. This plan, in my opinion, will succeed best, and will be found to be the most economical for supplying Hindu mistresses for girls' schools. This does not apply to the training of native Christian and Eurasian school-mistresses, who attend Normal and other professional schools without much difficulty.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—The concessions made in favour of girls' schools, in the new Grant-in-aid Code of Madras, are slight. Practically they are treated very much like schools for boys. Grants are given to girls' schools under the results and the salary grant systems. Under the results system, the grant to girls' schools are declared to be 75 per cent. higher than those given to boys' schools. But to secure these, girls have to pass the same examination and to score the same proportion of marks as boys, the standards of examination being the same for both. It is found that generally girls cannot successfully overtake the portions prescribed for boys, and are therefore practically shut out from receiving the encouragement which the Grant-in-aid Code appears to offer.

Turning to grants under the salary system, I venture to think that they do not fully meet the present circumstances of girls' schools. Half-salary grants are allowed by the rules, as in the case of certain masters in boys' schools, to mistresses holding Normal or ordinary certificates. A third salary grant is assigned to uncertificated mistresses who have passed the Higher, Middle School, or Special Upper Primary Examination. "In peculiar cases, when a qualified mistress cannot be procured, a salary grant of one-third may," it is said, "with the sanction of Government be also assigned to a mistress approved by the Inspector."

The benefit contemplated by this last rule has been denied to mistresses who have been long in the service of girls' schools, and who, before the present Code came into operation, received a salary grant of one-third.

It is not easy to find, at the present stage of female education in this country, native mistresses who have passed the Higher, Middle School, or Special Upper Primary Examinations. Much more is it difficult to find mistresses with Normal or ordinary certificates; very few native mistresses have been able to qualify themselves either for half or one-third grants. But even in their case, unless they belong to the lowest grade, if they had not passed in two languages, the grant specified is reduced by a fourth part.

In the absence of qualified schoolmistresses, masters are employed in large numbers, as they will be, I fear, for a good many years to come, in girls' schools; and the grants allowed to them are precisely the same as those they would receive in boys' schools, viz., a third, a fourth, or a fifth of their salary, according to the examinations they may have passed, though they appear to require special inducement to take up the instruction of girls, which they regard as humiliating.

But in the present state of things, the expense on teachers is not the only charge in girls' schools,—girls will not be sent by their parents *alone* to school. Matrons have to be employed to conduct them. Nothing is allowed in the rules towards the cost of this indispensable agency. Neither are any grants given towards the salaries of school-servants and contingencies. The fees paid in a large number of girls' schools are barely sufficient to pay the wages of the matrons employed in them. Girls' schools therefore cost their managers more than boys' schools; and the help actually accorded to them, under the grant-in-aid rules, is neither "large in amount" nor given on "less onerous terms." If a distinction is made between boys' and girls' schools, it is barely perceptible.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Several of the most flourishing girls' schools in Madras owe their origin to the self-denial of some, and the warm support and sympathies of other, European ladies interested in the cause. Much of the progress already made is due to the personal influence which many of them successively brought to bear upon the movement. A number of them have superintended and taught in schools, besides visiting the homes of respectable Hindus for the purpose of instructing young ladies there. A few native ladies also, it must be acknowledged, took a prominent part for several years in promoting female education. Much of the present prosperity attending it in and around Madras must be considered to be the result of the united labours of both Europeans and natives. In former years, ladies of high rank and position regularly visited the schools and Zenanas, and manifested their personal interest in the progress of the pupils. Others, who were not able to do so, supported the work liberally by their sympathies and contributions. One or two held intercourse with Hindu ladies, by inviting them to Soirees and garden parties, art and needle-work exhibitions, and conversaciones, where, with the help of competent lady translators, much useful and entertaining knowledge was communicated. These efforts, simple and inexpensive as they were, tended to kindle in the hearts of Hindu women a desire for education and refinement. Intercourse of the kind I have referred to, if carefully arranged and regularly carried out, will be helpful to the cause of female education. If ladies will be induced to visit occasionally the schools and Zenanas, they will see much in them to awaken fresh interest and to call forth their sympathies. Ladies may effectually help the work if they were to offer special prizes or scholarships to pupils who distinguish themselves in their studies, and now and again to present schools with needle-work patterns, instructive diagrams, models, and other useful apparatus. Something may also be done if those who can afford the time and the expense will provide innocent sports and amusements in connection with girls' schools from time to time.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The tendency of the educational system, as hitherto pursued in connection with girls' schools in Madras, has been to reduce them all to one dead level with schools for boys, as regards their organisation, the choice of text-books, and the portions to be studied in the year. The Standing Orders for Government schools make no distinction between boys' and girls' schools, beyond requiring girls' schools to teach needle-work and songs in the place of English, the study of which by girls is not compulsory. The slightest deviation, even in aided schools, from the course laid down in the Standing Orders is condemned as a defect, and attention is called to it. The three examinations introduced by the educational authorities recently, encourage a system of cramming and otherwise act injuriously on the mental development and growth of the little girls, who from their very constitution are incapable of bearing much strain.

A course of study better suited for the age, circumstances, and requirements of Hindu girls should be introduced. Competitive examinations for prizes between the various schools in a town or district, would be sufficient to create and sustain a healthy emulation among the children, professional examinations being open to such as may desire employment.

The rules in the present Grant-in-aid Code appear to be defective in several respects. One or two points may be mentioned. A mistress who has passed the third grade or lowest examination for schoolmistresses in one language, is entitled to draw a grant of R15 if in possession of a normal or ordinary certificate; and a grant of R10 if she has passed only the general education test. But if the same mistress goes up for the Second Grade Examination, and passes it in one language as before, her grant is reduced to R11-4 or R7-8. Mistresses who pass the first grade or highest examination suffer in a similar way. So that native mistresses have no encouragement whatever to seek higher qualifications.

The number of returns which schools have to send in to Government is becoming a source of considerable trouble and labour; and the forms in which these returns are required to be made so frequently change that managers, besides keeping up an office establishment, have to incur miscellaneous expenses in printing forms, &c., towards which nothing is contributed by Government.

Managers of schools, when there are more schools than one under their management, are obliged to appoint a superintendent over them. And though such superintendents devote their whole time to the active supervision of these schools, and work more than six hours a day, which is more than the time that teachers are required to work, yet Government make no allowance whatever towards this large item of expenditure.

Cross-examination of MRS. BAUBOO.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 47, para. 3, is not the discrepancy you draw attention to due to some peculiar circumstances of the case, and not to the inadequacy of the scale of grants prescribed in the Code? I see from the Code that

Salary grants are not allowed to a girls' school "until a fairly suitable building has been provided," and "an average attendance for three months, of at least 20 pupils," is shown. But for this limitation as to building and the number of pupils, some Hindu women, who have received a fair education, may be induced to help the extension of female education in Madras, by opening and conducting small schools in their own houses.

In Madras, girls' schools have been opened within a few yards of each other. The competition between these schools has been very unhealthy both in the matter of fees and general discipline when, in the Upper Primary classes of some Mission schools, a fee of 8 annas is levied, only a half of this rate is demanded in others of the same standard. Children are allowed to change one school for another frequently. The Educational Department of Government have done nothing to prevent the evils arising from these practices. On the other hand, they have themselves opened their only girls' school in Madras close by other schools; and levy fees lower than those demanded in them. Mr. E. B. Powell, a former Director of Public Instruction, said with reference to this matter that "the evil of an extremely low fee is visible in the unsatisfactory attendance in some aided schools; it is acknowledged by all that, to be valued, education must be paid for, not merely nominally, but with a price that involves some little sacrifice."

The course of studies required to be pursued in girls' schools is admitted to be high. Those who are deputed by Government to examine and report upon them, not only overlook this, but also appear to have no settled views both as to the mode of examining a class and the standard of attainment to be expected in it. In the absence of a settled procedure, some schools are criticised severely, while others, where the education given is not much better, are more favourably reported on. In a few cases, educational officers appear to be more deeply interested in schools of their own department, than in schools managed by other agencies. This sometimes leads to injustice. Managers of schools rarely get an opportunity of submitting their explanations before the reports of these educational officers are reviewed.

Government girls' schools are so very few, that educational officers seem to know almost nothing about the difficulties which have to be encountered in conducting female schools. A representative Board of education would be found helpful to the Director of Public Instruction in matters relating to female schools. Many of the defects which now exist would be effectually removed, if the control of female education in this Presidency were placed in the hands of such a Board, over which the Director of Public Instruction should preside.

the maximum grants for schoolmistress of the second grade are R30 for holders of Normal and ordinary certificates, and R20 for those who have passed the General Education Test. Is that so?

A. 1.—I wish it to be understood that this is the general rule, and that I know of one or two instances which bear out my statement.

Q. 2.—In connection with answer 47, para. 7, do you think that the Educational Department could prevent the evils arising from the practices you refer to?

A. 2.—Yes, I think it could by making the levy of a certain scale of fees compulsory.

By MR. FOWLER.

Q. 1.—In answer to question 45, you say "girls' schools are practically shut out from receiving the encouragement which the Grants-in-aid Code appears to offer." Is not your objection really to the standards, and not to the rates of grant?

A. 1.—The standard being so high the grants cannot be obtained.

Q. 2.—In answers to question 45, again, you say "a third salary grant is assigned to uncertificated mistresses who have passed the Higher, Middle School, or Special Upper Primary Examination." What must such mistresses do to obtain an ordinary certificate to entitle them to one-half grant? Is it not to satisfy an Inspector in teaching, and to pass an examination in method?

A. 2.—Yes, if they have long experience.

Q. 3.—Further, in the same answer, you remark "If a distinction is made between boys' and girls' schools, it is barely perceptible." Is it not true that results grants to girls' schools are 75 per cent. higher—also that an ordinary certificate to a female teacher carries a one-half grant, while in a boys' school the same ordinary certificate carries only a one-fourth grant? Can these distinctions be said to be 'barely perceptible'?

A. 3.—The difference is not so great as it seems, from the greater expense of maintaining girls' schools—difficulty in complying with the rules—fulfilling the various conditions.

Q. 4.—In the same answer quoting the rule that "In peculiar cases when a qualified mistress cannot be procured, a salary grant of one-third may, with the sanction of Government, be also assigned to a mistress approved by the Inspector," you say "The benefit contemplated by this last rule has been denied."—Can you specify cases, and give the grounds of the refusal?

A. 4.—I have no information of the grounds—I know of one such case in the Black Town school; and one in the Madras girls' school.

Q. 5.—In answer 47 you say, "But if the same mistress goes up for the Second Grade Examination, and passes it in one language as before, her grant is reduced to R11-4 or R7-8." Are you aware that there is a special rule providing that, when there would be such a reduction, the teacher is still allowed to draw the same grant?

A. 5.—I am not aware.

Q. 6.—In answer 47 you say:—

"In Madras, girls' schools have been opened within a few yards of each other. The competition between these schools has been very unhealthy, both in the matter of fees and general discipline. When in the Upper Primary classes of some Mission schools a fee of 8 annas is levied, only a half of this rate is demanded in others of the same standard. Children are allowed to change one school for another frequently. The Educational Department of Government have done nothing to prevent the evils arising from these practices." What steps could the Educational Department have taken?

A. 6.—I am not able to state.

Q. 7.—You say "Those who are deputed by Government to examine and report upon girls'

schools appear to have no settled views both as to the mode of examining a class and the standard of attainment to be expected in it." Will you kindly state on what you base this statement?

A. 7.—On my own experience: they sometimes examine in a hurry.

By THE REV. WILLIAM MILLER.

Q. 1.—If managers of girls' schools were encouraged by grants being given on account of matrons, and by such other concessions as you refer to in your answer to question 45, do you think that there would be any speedy or considerable extension of Female education?

A. 1.—Managers of girls' schools have already shown themselves to be so earnest in the cause that I believe, if increased aid is given to their schools, they will be glad to lay out the money they may save from their present expenditure in opening new schools and in extending their efforts to localities which are now unprovided for. There will thus be a great extension of Female education in the land.

By THE REV. DR. JEAN.

Q. 1.—In your answer to question 45 you say that "girls will not be sent by their parents alone to schools; that matrons have to be employed to conduct them." May I understand that you have in view only girls in Madras?

A. 1.—In Madras only.

Q. 2.—In answer to question 47 you say that the Educational Department have done nothing to prevent the evils arising from girls changing one school for another. Do you not think that this is a matter which would better be arranged by the heads of schools themselves, and with which Government could hardly interfere?

A. 2.—I think that Government could make the same fees compulsory for all schools.

Q. 3.—According to you, not only fees should be levied in all girls' schools, but they should not be "extremely low." Again, please tell me whether you apply this to Madras only, or to the mofussil also.

A. 3.—To both.

Q. 4.—Even if the levying of the smallest fee would at once make the school empty, which I think would be the case in many places in the mofussil?

A. 4.—I think that some fees must always be levied, else people would set no value on education.

By THE PRESIDENT.

Q. 1.—May we understand from answer 44 in your Evidence that the Normal School at Madras has failed to produce a supply of respectable female teachers adequate to the demand?

A. 1.—Yes, as regards native female teachers who are not Christians.

Q. 2.—Permit me to describe the system adopted in the Central Provinces, of training as teachers the wives of schoolmasters and then setting up the young couple in a place where both a boys' and a girls' school are required. Do you think such a system could be worked in this Presidency?

A. 2.—I hardly think so. Native women who are of the rank of schoolmasters' wives would object to be professionally employed in any way, unless they were very poor.

Q. 3.—With reference to answer Nos. 45 and 47 in your Evidence, it has been stated to the Commission in some provinces that one great discouragement to female education arises from the fact that Government now applies to girls' schools the test and standards which it applies to boys' schools. These rules are now quite properly applied at first to boys' schools, boys' education would have been checked and discouraged. Does this state the gist of your objection to the present Departmental rules?

A. 3.—Yes, that exactly states my objection. Moreover the boys are older than the girls when they come to school, and the tests and standards,

and course of studies suitable for boys, are not suitable for little girls, all of whom leave school before eleven.

Q. 4.—With reference to the same answers in your evidence, do you think the present system tends to check female education, by forcing all private effort into rigid official moulds?

A. 4.—It checks private effort.

Q. 5.—Do you think male inspection suitable for girls' schools, or would you introduce lady Inspectors and Deputy Inspectresses, Native and European?

A. 5.—The teachers and children would feel greater freedom under examination by female Inspectors and Deputy Inspectresses.

Evidence of MR. ANSUR-U-DIN SAHIB, Presidency Magistrate, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—As a Revenue Officer, I have had opportunities of forming an opinion on the subject of education in India; and my experience was gained in several districts of Southern India, notably, Chingleput, North Arcot, and Cuddapah districts.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—In connection with the general subject of primary education, I think that it has been placed on a sound basis; but I am not prepared to say that it is capable of development up to the requirements of the community; for my long mofussil experience inclines me to point out the evil generally complained of, viz., that primary education is now particularly limited to the principal towns or villages; so that the people of the neighbouring small villages, who live from hand to mouth, cannot afford to send their children to a distance of 3 or 4 miles for the purpose of their education, partly owing to the loss of money, time, and labour, which they would more profitably employ for their daily earning. It is therefore desirable that each and every village should be indiscriminately supplied with a p'yal school at least, encouraged on the grant-in-aid or result system. The course of instruction in some of the grants-in-aid schools is such as to meet with little or no success; for instance, in the Muhammadan School of Old Arcot, the standard is so low as to actually discourage many boys from further prosecuting their studies there and cause them instead to resort either to Chittoor or Madras: want of means, however, prevents them from so doing largely. I can therefore safely suggest that the standard of such schools should be gradually raised, as the boys advance, so as to meet the requirement of the day, and thus obviate the difficulty now actually experienced.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—I can say that primary instruction is generally sought for by the people, but that there are certain classes who actually hold aloof from it, such as, Chaklars, Coravers, Vudders, Yanadies, &c. These are the low-born classes of the labouring community, and in following the practice of their forefathers, existing from the time immemorial, they naturally abstain from education. The attitude of the influential classes towards the extension of elementary knowledge to the above-named low-caste people may be said to be a contemptuous one.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of Primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The augmentation of primary schools depends entirely on the demands of elementary students. If the present system in respect to elementary schools is modified by the adoption and general establishment of a new curriculum, I think it would then answer the object in view. There are elementary schools in the outskirts of the Presidency town, where the standard of knowledge imparted is so low that no opportunity is available to those who desire higher culture; such seekers after knowledge have either to give up their desire altogether to acquire higher knowledge and be content to stagnate in their ignorance, or to resort at considerable expense to the schools maintained in the Presidency towns. Here the question arises as to why those students who are inclined to advance in learning should not endeavour to obtain admission into other schools, where those wants can be advantageously met with? The answer to this question is, that the distance of such institutions from elementary schools is in the first place an obstacle to the fulfilment of the desire. The student has to leave his home, and to do so he must have sufficient pecuniary means of his own, or he must beg aid to enable him to meet even the exigencies of his daily life. To go to a distance is no obstacle to the rich; but the poor, which is generally the condition of the Muhammadan community, will find it very hard to raise wherewithal. Muhammadans, furthermore in pursuance of their studies, would have to go to some Hindoo school, where they will be deprived of their own Vernaculars, Persians and Hindustani; therefore it is desirable to suggest that sufficient classes be established, that the standard be raised according to the requirement of the time, and that a sufficient number of scholarships be thrown open, as an inducement, especially for Muhammadans, and thus

remove the several impediments now barring their way. The number of primary schools will no doubt be augmented in proportion to the demand of elementary students and can be gradually rendered more efficient.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I am not aware of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854. The zeal of the Department to retain education in its own hands and the poverty of local bodies must be regarded as the chief reasons why more effect has not been given to that provision.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The withdrawal of Government to a large extent from the direct management of schools or colleges might, if hastily carried out, have a disastrous effect on the standard of popular education. The spirit of reliance upon local exertions and combination for local purposes requires to be cultivated by a small beginning made. It will be the duty of Government, for some time to come, at all events, to protect the interests of popular education, but the higher classes may be expected gradually to manage their own institutions.

Ques. 67.—Are the circumstances of any class of the population in your province (e.g., the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—This question must be answered in the affirmative. It is a common grievance however that the Musalman youths are debarred from pursuing higher studies. This is attributable to (1) want of means and (2) want of proper encouragement on the part of Government; as to the first it must be said that it is rather an internal social evil. The Muhammadan community has a tendency to divide itself into three classes—a higher, middle, and lower classes:

The higher class consists of a few rich merchants, a few Jagheerdars, a few Government functionaries, and some stipendiaries of the Carnatic Royal family. The views of the generality of these men as to a liberal English education for their children are erroneous—national hereditary prejudices against learning anything at the hands of Europeans, unreasonable doubts as to

the danger of English education undermining the religious sentiments of their youth, and a grotesque confidence in their wealth being sufficient for the support of their family, are the predominant characteristics of this old aristocratic party.

The middle class consists of subordinate Government servants, petty traders, and small artisans. These persons, though in some degree affected by the action of the higher class in the matter of English education, are nevertheless aware that altered circumstances require altered treatment. They try their best, therefore, to send their children to the established school and let them obtain such an amount of education as will enable them to secure a pass in some elementary examination, entitling them to obtain a footing in the Government service. It generally happens that at this stage they are obliged to give up their higher studies and seek for some subordinate post in the service of Government, in order to relieve their poor family already straitened by the accident of circumstances.

The third or the lower class, which consists of the masses steeped in poverty, are quite unable to reap any benefit from English education. They have no natural prejudices against education, but the sooner the boy can turn his hand to manual labour, the sooner is he able to contribute to the support of the family.

I am of opinion that it is to the two latter classes of the Musalman community that the special attention of Government should be directed.

The second evil adverted to may be removed by the adoption of some special arrangements for the middle and lower classes of Muhammadans by the way of exceptional privileges and encouragements. The Government have of late been kind enough to sanction six scholarships of Rs10 each to matriculated students going up for the Degree examination. This is not enough, twenty candidates at least who pass the Middle School examination should be encouraged with a suitable scholarship to enable them to prosecute their studies; matriculated students should also be treated in the same way on condition of their pursuing their collegiate course. Some inducement should also be given to turn their attention to engineering, medicine, and agriculture. Local Fund or Municipal schools will be sufficient for the lowest classes, who are not in a position to take advantage of the higher education. It may not be out of place to note that the Muhammadans, having hitherto been neglected in this respect, are left in such a state of despondency as only to qualify themselves for menial appointments, leaving ministerial and other offices of importance to their Hindoo brethren. In proof of this fact, I can only cite the present state of affairs now existing in every office or department. I suggest that the Government order regarding the employment of the poor Muhammadan community should be rigidly enforced in future.

Cross-examination of MIR ANSUR-U-DIN SAHIB.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 14, are you aware of Government and private agencies maintaining special schools for the education of Muhammadans in the chief centres of Muhammadan population? If it is your wish that the

number of such special schools should be increased, please state in what localities you would have such schools started.

A. 1.—I am aware that there are such schools. I should like to see special schools in Conjevaram and Cuddapah.

By MR. FOWLER.

Q. 1.—In answer to question 2 you say:—"In the Muhammadan school of Old Arcot, the standard is so low as to actually discourage many boys from further prosecuting their studies there, and cause them instead to resort either to Chittoor or Madras." Is not this one of the elementary schools for Musalmans established by Government, and is not its standard therefore fixed?

A. 1.—Yes.

Q. 2.—The principle of the Madras Government is that there should not be separate secondary education for Musalmans; and, in accord with this, the standard of the Madrissa was lowered

some years ago. Am I to infer from your answer that you think there should also be special secondary (i.e., high and middle) schools for Musalmans?

A. 2.—Yes; I think so.

Q. 3.—In your answer 67 you refer to Government not giving sufficient encouragement to Muhammadans. In what form should the encouragement be given?

A. 3.—By the conferring of appointments.

Q. 4.—Again in the same answer you say "Muhammadans have hitherto been neglected in this respect." In which respect?

A. 4.—Neglect of providing separate means of education.

Evidence of JOHN BRADSHAW, Esq., M.A., LL.D., Inspector of Schools, Fourth Division, acting in the Presidency Division.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been 14 years engaged in education in India. For 2 years I was Head Master of Bishop Corrie's Grammar School, Madras. For 1½ years Head Master of the Mangalore College and Provincial School. For the last 10 years I have been an Inspector of Schools, during which I have had charge of the 4th Division—Trichinopoly, Salem, Tanjore, and North Arcot Districts; the 1st Division—Ganjam, Vizagapatam, Godavari, and Kistna Districts; the 3rd Division—Madras, Chingleput, and South Arcot; the 2nd Division—Bellary, Kurnool, Cuddapah, and Nellore. And for the last 5 years have been Inspector of the 4th Division.

I have thus had practical acquaintance with educational work in all the districts in the Presidency except five.

I have also edited the Series of English Readers; and have been examiner in English at various times for the M. A., B. A., F. A., and Matriculation examinations of the University.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The result system is too complicated and does not include subjects which parents in rural parts would wish to see their children taught.

The administration should be in the hands of the Educational Officers;—the whim of a Local Fund Board Member who knows nothing of the subject often carrying an objectionable resolution, or opposing the proposals of the educational officers.

Mr. Amurthanayagam Pillai, Deputy Inspector, Salem Circle, writes:—

Before concluding, I beg to observe that education, to become more extended in its sphere of action and to embrace every creek and corner of the circle, should be encouraged, and to a certain extent supervised, by the principal Revenue officers of each taluk. There are so many of them in each taluk and in each village, and they so often come into contact with the people and are so intimately acquainted with the habits and the peculiar propensities of the

villagers, that they are generally more respected and more regarded than educational officers, who are considered only a little superior to their village guru. I do not mean by this to lower the status of the agency; but only state it as my humble opinion that the only effectual means of extending elementary education among the masses, and hoping to achieve any real success in the villages, is by a hearty co-operation of the local Revenue officials with the exertions of the Inspecting Agency.

The increase in the lower class primary schools in the circle from 120 according to the census of 1871 to 360 at present is mainly due to the system of "payment for results," and still it bears no proportion to the population. This system is, I consider, the best of all the systems now in force, and yet it has this drawback, that the action of Government is not confined to localities where schools are mostly wanted, but to assist them where they are established. It does not seem to be a good thing to extend State aid to such villages where there is a craving for education, for where there is a natural desire for a thing, those who want it will find means of supplying it themselves. It should be chiefly directed to places where the people are not enlightened enough to appreciate the value of education, and its advantages should therefore be in a manner forced upon them.

I beg therefore to suggest—

- (1) The formation of Taluk Educational Committees.
- (2) The extension of the existing subordinate Inspecting Agency; and
- (3) The passing of a Compulsory Education Act.

With reference to the first, I beg to state that the local committees should be composed of the Tahsildar and other influential members of the taluk, who should render their assistance in organising and bringing under instruction indigenous schools, and should exercise, in conjunction with the educational authorities, supervising functions over the aided and unaided schools including pial ones, but should not interfere in any way with the rules of the Educational Department, and any action they may wish to take should be through the chief educational officer of the circle.

In connection with the second, I would like to see Inspecting Schoolmasters more largely employed than at present. None of these officers should have a larger area than they can possibly travel over in a month, and should be in charge of a limited number of villages, say about 70, and he is to be responsible for the development of education among those villages. He should, if possible, visit every one of

these villages each month, and encourage by his presence, advice, and teaching the spread of elementary education within his area.

In regard to the last, I beg to state that the majority of the villagers in the interior of the taluks are very much averse to education, and the only way to make them send their children to schools is to compel them by an Act. Children between the ages of 6 and 14 should be made by an enactment to attend schools for a certain number of years, say about 3, and all those parents who would not put their children to study should be visited with a slight pecuniary fine.

Also, I would beg to suggest that by way of inducement to the masters of pial schools to put their schools under inspection, some lower standard than the present first standard should be adopted so as to provide for each boy in a school including the alphabet class drawing an annual grant, say a rupee per head.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—The following is the reply of Mr. P. Venkataramiah, Deputy Inspector of the Cuddalore Circle:—

- It is not sought in general, but only by the Brahmans, Vellahs, and other intelligent classes of the Hindu community.
- The people of the Reddi caste are averse to education, because they think that, if all were educated, they would not be able to get servants easily for their field-work.
- The Oddars, Koravas, Pariahs, and a few other lower classes are excluded, not only because they are not allowed to mingle freely with the higher classes, but also because these people almost from their childhood are obliged to work all day long for their livelihood. A few of the low caste boys are reading in some private village schools and are made to sit on the ground and apart from the other children.
- The heads of villages, as well as the most influential people in them, chiefly of the Reddi classes, evince a sort of indirect opposition to the spread of elementary education, because they fear that if these learn to read and write, they will rise in the scale of civilization and thereby affect their position in the community.

Mr. Devaskiamony Mudaliyar, the Vriddachalam Deputy, says:—

Head 4.—It is a matter for regret that, except in some large places where a native gentleman or a body of gentlemen have started schools under their supervision, there is not even a desire evinced by native inhabitants for looking after primary education. That several local committees have failed, and that some members of Local Fund Boards have thought it fit to claim travelling allowance for having gone to be present at Deputy Inspector's examination under Rule 65 of the Grant-in-aid Code, show that most of the natives are not for taking a part in the affairs of primary schools. Most of them in rural tracts lack ability as well as will. In the first place it is found difficult in villages to enlist their sympathy in behalf of the arrangements we make for promoting elementary education. This state of things may materially alter when the pupils of our present primary schools grow up into men.

Ques. 4.—To what extent do indigenous schools

exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

The Deputy Inspector, Vriddachalam Circle, writes:—

Head 4.—As for the position of teachers of primary schools, they are mostly men of low acumen and low circumstances. Even men of moderate circumstances generally look down upon the profession of a village school-teacher as a drudgery. This is due to the fact that in villages a teacher is regarded more as a mendicant than as one that has undertaken the important task of culturing the minds of the young. So, with some exceptions, payments are made to him with an air of patronage, which has often to be kept up by obsequious servility and not so much by any conscientious work. It is only in a few cases that the schooling rises above 4 annas, and such as are poor and apathetic pay occasionally, and the teacher has to make up partly for the loss by receiving payments in kind, especially in the shape of corn at the harvest season. If there be any party spirit in the village, he has to go with the current and humour the fancies of the stronger faction. I have found in many cases that a single instance of freak or folly has quite undone a village schoolmaster. But the life of a hereditary teacher of a village is not so precarious. He sees around him those that read with him under his father or those that owe their little knowledge to his father. He has thus established his claims on the villagers, and he could count on their bounty, however irregular and small their payments may be. It may not be out of place to state here that a teacher who earns a decent results grant invariably foregoes a portion of his income from fees. As for Local Fund schoolmasters, they are exactly in the same predicament as the village schoolmasters are in point of sympathy, but the absence of helpless dependence enables them more or less to move among the villagers as friends.

There is at present only one trained teacher among the results schoolmasters. More than one-half of Local Fund and Municipal teachers were untrained and unpassed men two years ago. Now there are 54 teachers of this class, 13 of them are passed men, whose experience has supplied the place of training; 30 are passed and trained and 4 simply trained, while there are 7 untrained and unpassed men, mostly on R5 and R4; this small percentage of untrained and unpassed men will disappear in January next, when a new batch of trained teachers will come out of the Cuddalore Normal school. The opening of a Local Fund Normal school at Cuddalore forms an important epoch in the history of the primary education of the district. In a few years it promises to supply a large number of trained men even for results schools. Such teachers seem to have held it a degradation to take up any post but a salaried one. This idea must necessarily vanish when the number of such men from rural tracts increases year by year, and no alternative is left to many of them but to address themselves to the results grant system. But I fear that as long as villagers stint payments, efficient teachers are not likely

to stop in a place and settle themselves down to their work.

There are pial schools in almost all the important villages, and most of them are indigenous ones.

All that is required under the old pial school system is that a number of stanzas should be read or repeated without the least regard for accuracy or meaning. Also in point of writing these schools are not particular with regard to correct spelling; but it is enough for them if the sound, or something very much like it, is produced. They teach no History, Geography, or Grammar; so the Government scheme includes those few books that rightly belong to the sphere of primary schools and excludes all those that serve no useful end.

Tamil Prose works of ancient origin scarcely exist, as it was in Poetry that all the learned men of the east recorded their thoughts and sentiments. This accounts for the pial schools teaching very few Prose books, excepting some stories, &c., of recent origin. The school series of Prose Readers are just now beginning to be used by some boys of some schools unconnected with the department; this is being done under the special orders of the parents.

The Hosur Deputy Inspector writes:—

The instruction given in the pial schools is purely elementary; reading fluently (without understanding the meaning) any manuscript or printed book, prose or poetry, writing a fair and running-hand on paper or a cadjan leaf, and a knowledge of arithmetic enough to carry on the mercantile and agricultural accounts of a village, are the aims of these schools, and these meet the requirements of a village life. The teachers, being themselves brought up in such schools, are in general good readers, writers, and skilled in the village accounts, and are able to train the boys in their own style.

Every pial school is open for nine hours in the day, from 6 A.M. to 6 P.M. The morning school, from 6 to 8 or 9 A.M., is devoted by the elderly boys to the preparation of their previous day's lesson, when the beginners write the letters of the alphabet or multiplication tables on sand. During these hours the master's presence is not necessary, the school being watched by the monitor. After breakfast the day school begins at 10 A.M., and closes at 12 or 1 P.M. The advanced boys then write a copy set by the teacher on paper or a cadjan leaf, while the master attends to his own domestic affairs. The busy time of the school is from 2 to 5 P.M. Then the teacher has to write the lessons in a cadjan book, hear the lessons being repeated, and teach what was written by him in their books. The young and the less advanced boys are given lessons by the monitor. After all the boys have thus had their lessons, they are made to stand in a line before him and the multiplication tables of fractions and integers, or the names of Tamil years, are then repeated by each boy in his turn. The teacher then prescribes some sort of home exercise, a problem to be

solved orally in the case of advanced students. The lessons taught to the advanced boys are—Amaram and Nangunu (dictionary in verse), various *Sathucams* and *Anithaees* (composition of 100 stanzas in praise of some deity), Ramayanam, Vasacharithra and Manucharithra, and the like. In these nothing but reading is taught. To the less advanced, Bala Ramayanam, Neethisanagraham, Schastra Naman (a book containing 1,000 names of God), in fact books savouring much of religion are taught. The beginners learn words of several letters and syllables in Balasitcha (a book specially intended for them). The most horrible punishments are inflicted without much regard either to justice or mercy. On this account the teacher is more dreaded than loved.

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Punctuality of attendance is secured by giving boys who come late a certain number of cuts, which is increased in proportion to the number of boys that attended the school before him. Reading on the new and full-moon days and the day following are considered inauspicious. The schools are therefore closed on those days, and nearly the whole of (September) is allowed as vacation.

The fees, the rates of which range from one anna to one rupee, are very irregularly paid, sometimes in the shape of money and sometimes in kind. Besides the monthly fees the teacher has other sources of income. Every Saturday each boy brings him a little quantity of linseed oil and fuel. On the 13th day of the new and full moons boys are required to bring two pice to be given to the teacher. In addition to these he is remunerated, according to the circumstances of the parent, when a boy first joins school. On marriage and harvest days the village teacher is never forgotten and he gets his share. In fact he is treated as one belonging to the household of each family, and he shares the common interest of all. During the Mahanavami feast, the pupils are trained to dance in a particular fashion, and their performance is exhibited before their parents. The master's income from this sources alone varies according to the size of the village and the circumstances of its residents from R10 to R50 and upwards. Thus the emoluments of a village teacher for a month may be calculated to range from R7 to R10.

The village teacher's profession is generally hereditary. He having no other avocation fit for himself sticks to his post, and being in most cases a native of the village, has the interest of the school at heart. Under the system pursued in the pial schools, a boy who is admitted in the school in his fifth year takes not less than seven years to reach the highest standard in those schools. No discipline, no classification, no supervision, nothing of intelligent and systematic instruction, are the characteristics of the old pial school system, if the defects of the old system.

system it can be called; but still people in general prefer it to the result system, because (1) the indigenous village teachers themselves are ignorant of the lessons to be taught under the results system, and the villagers do not like to be deprived of them; (2) there is nothing of religion in the subjects prescribed for the schools under the results system; generally people like that their children should get by heart verses or stanzas in praise of God, as anything committed to memory then is not soon forgotten, and in their old age these verses serve as prayers to God; (3) the parents have not to buy books, as in aided or Government schools; (4) they dislike to deviate from any custom handed down to them from their forefathers; (5) they think that the schools under the old system impart as much instruction as is necessary for a villager to transact his business, and that Geography, Grammar, and History are an unnecessary luxury for them.

As observed elsewhere, most of the villages in the circle, especially those in Hosur Taluk, are peopled by half-civilized and illiterate men, and they do not contain even the old pial schools. This acts in a great measure as an impediment to the progress of primary education. For where there is a pial school, and the teacher can be gained over to place his school under Government inspection, the permanency of the school can be secured, as the villagers would not abandon him, though in several cases they grudge the result grant he gets. This is not the case with a foreigner. Though the people, to oblige the Tahsildar or an Educational officer, agree to pay monthly a certain amount to the teacher recommended and sent to

them, still they withdraw the support as soon as their backs are turned. I would therefore propose that where a Tahsildar or an Educational officer considers that a village by itself, or by close proximity to several villages, is sufficiently populous to have a school, and the people will not maintain one on the result system, the Local Fund Board might open a school on the combined system and continue it there for two years, after which period the school might be removed to another locality, a result school taking the place of the combined school in the former village. If once in two years 5 schools of the kind be opened, in the course of ten years 25 large villages will have had schools, and a taste for education might be thus cultivated whereby the villagers might have their own result schools.

With regard to girls' schools I regret that the employment of female teachers has not proved a success in the circle. Real progress is a thing yet to be expected of the girls under them. Under Ramakrishniah and Kuppanapandit the Hosur school was improving, and it has, since their departure, not shown symptoms of improvement. I would therefore suggest the appointment of male teachers of better qualifications than the mistresses.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—That a boy educated at home is not able to compete on equal terms with one educated at school, and that most private students who pass the public and University examinations have a mere smattering of most of the subjects. The Deputy Inspector's remarks are very interesting; he says:—

I am of opinion that home instruction is not so valuable as school instruction. The former is more expensive and less thorough than the latter. Unless the students be remarkably intelligent, there cannot be much stimulus for exertion. But in the school many heads coming in contact with a superior head, i.e., the teacher, see things in various lights, and a sort of emulation as to who would excel is roused in the students' minds. This is specially so in the case of elementary education. A master appointed to teach but a single boy at home, cannot keep him sufficiently employed as in school, where many questions are suggested by the curiosities of the boys, and many opportunities occur for them to add their knowledge. Moreover a boy left at home alone and unfriended moping over his book, feels himself very dreary, his time lying very heavy upon him; besides when a Hindu boy is left at home, he will be often disturbed and called away from his study on the slightest pretext.

Boys educated at home do not, as a rule, shine so well in the public examinations as those taught in school. Even when some do show to advantage so far as the examination is concerned, they display a total absence of all good manners and colloquial knowledge.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Private effort cannot be depended on as a general rule; for while there are villages or localities where the profession of schoolmaster is a 'paying' one, there are others where it is not so. By 'private effort' I do not understand Mission agency. The elementary education of non-chris-

tian villages can scarcely be said to be touched by Missions.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—If the appointment of masters and the control of the funds rested with the Board, care should be taken that it should be so constituted that no local official or any caste should have too great influence; lest the former, being able to command many votes, should have the patronage of appointments for his own hangers-on, and the latter neglect villages or masters of other castes.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Municipalities should be required to set aside a fixed proportion of their income for elementary education, and any portion of this allotment not spent during the year should be credited to what might be called the "Education Fund."

In Municipalities where there was no other Middle school, there should be no objection to a Municipal school rising to that standard provided its income from all sources covered the expenses or nearly so.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The system in force in the 4th Educational Division was introduced at my suggestion;—it is the having in each Local Fund Board Circle an elementary Normal school, for training and preparing for the 5th Grade Examination men who are hereditary teachers and others who bind themselves to take appointments in primary schools under the Board or to open result schools.

Since the establishment of these Normal schools in 1879-80 there has been a great improvement in the state of primary education and the qualification of the men engaged in teaching in elementary schools.

In reply to (c & d) Mr. Venkataramier writes:—

Formerly the village schoolmasters were simply the slaves of the villagers. When any letter or a petition had to be written, or a document had to be executed, or any accounts of the household were to be settled, the teacher was abruptly called away from his work, and if he showed any signs of disobedience, he was undone and driven from the village; but the introduction of the results system, and the frequent visits of the Inspecting officers, who always treat the masters with some consideration, have much improved their position, and when all these masters become trained and more intelligent, they are sure to rise further in the estimation of the people.

The village schoolmasters indirectly exert a beneficial influence upon the villagers by making their sons better educated persons, by making themselves

to become more familiar with village rules and regulations, and by letting them know the proper limit of authority possessed by the Revenue Officials that come in contact with them, and by teaching the importance of village sanitation, and by pointing out to them the means of redressing their grievances. In place where the teacher professes to know medicine and astrology, his influence with the people is great; and this, however limited his qualifications as a schoolmaster may be, greatly tends to improve the status of his school.

The Brahman village schoolmasters have more influence with the Reddies than any other.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

The Cuddalore Deputy Inspector writes:—

Ans. 10.—(1) A small catechism of agriculture, written in simple and household vernacular, and describing the several operations prevailing in this country, and treating agriculture in a manner adapted to the wants of this country, will be very acceptable to the country. In this book all matter savouring of European or the so-called improved agriculture should be avoided as much as possible, because the Hindus, especially the villagers, are very conservative, and all changes which it is intended to introduce among them should be gradual, and take them quite imperceptibly.

(2) Selections from Hindu Puranahs, such as Ramayana, Bharatam, Skantam, Perya Puranam, &c., should be published in parts and used as textbooks, or as books of home reading.

(3) Above all, a Manual of all the important rules and regulations relative to the village Administration, containing, among others, the Rent Recovery Act, the Stamp Act, the Registration Act, and the like, should be included in the curriculum of village schools.

No measures for suppressing the corruption and oppression of the village heads and Curmams, as well as of the Lower Grade servants of the Revenue Department, will be so effectual as a dissemination of knowledge of the village rules among the people.

To make the instruction in these new subjects efficient, not only the teachers themselves should be compelled to study them thoroughly, but the Inspecting Officers should visit the schools oftener than they could at present, teach and examine the subjects in the presence of the villagers, so that they may see their benefit.

The secret of success of all elementary schools lies in their being visited constantly and the defects observable in them remedied then and there. This could be carried out only by increasing the subordinate inspecting agency and by narrowing the limits of their ranges.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—It is; but sufficient attention is not given to it by masters and pupils, as a smattering is sufficient for a pass at the public examinations.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Annual payment by results is not suitable. Recognised teachers should receive a fixed monthly salary and be also paid half-yearly on the results of a half-yearly examination.

To the indigenous teacher, who was a man of some importance in the village and who had

enough to maintain himself from payments chiefly in kind, the result grant was merely an additional income; but where the new race of teachers receive only the fee collection and an annual grant, the former is not sufficient to support a man month by month, and the latter is generally mortgaged long before it is earned, or is spent in payment of a debt as soon as received. Thus men who can earn sufficient to keep themselves, prefer any other employment than one in which they have to wait 12 months for the chief part of their pay; but a fairly paid monthly salary, as a certainty, attracts men.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—It would be very difficult to make a rule since if the levying of fees were a condition of aid, the accounts could not be depended on, and if the fee system is not encouraged, parents will consider that the result grant is all the income the master should receive or even (as has actually occurred) claim a share of what has been earned by their sons.

For fees in private result schools, I would suggest as a condition of aid that the manager undertake (1) to levy a small minimum class fee or its equivalent in 'kind', (2) and that not more than 15 per cent. be free.

In Local Fund Board and Municipal schools the rates fixed in the Grant-in-aid Code should be enforced.

Ques. 14.—Will you favor the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—To increase the number of primary schools, the inspecting agency must be increased; the number of Inspectors of Schools should be doubled and the subordinate agency considerably added to; though the latter has been done of late years, the number of Inspectors is the same as it was 14 years ago, i.e., prior to the Local Fund Board Act, when there was not the tenth part of the work that an Inspector has now to do.

To this the Cuddalore Deputy Inspector adds:—

1. By securing the able and hearty co-operation of the village heads and servants.

The village Munsiffs, Maniagars, Karnams, Notagars, cattle pound-keepers, and the like, should be made to pass an easy examination like the Special Upper Primary examination, with the subject of village laws instead of history. Then they will be able to see the value of learning and take part in the extension of education among their fellow-countrymen. Moreover, the services of those heads of villages who have exerted in the cause of education, should be publicly recognised by the award of some distinguished titles and honorary certificates, and this may be easily carried out by the Collector in his annual Jamabandi.

I may also mention that to secure the permanency of village schools, they should have some building of their own, and some improvement may be looked for in this direction by a small building grant of Rs 25 to each school once in 12 years.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—No higher institutions as far as I know.

Ques. 16.—Do you know of any cases in which Government institutions of higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—Yes, I have from the first considered that the College Department at Salem, Cuddalore, and Madura should not have been opened, and that they should be closed, as they are doing harm and are costly.

The creation of the College Departments at Salem and Cuddalore in 1879 burst upon all concerned like a *coup d'état*;—until the Government order was received, the Inspector of Schools, the head master, and the people of the district were not aware that it was even in contemplation, and they would have regarded it as a dream of the remote future. The mere fact that there had been no request on the part of any section or individual is worthy of note. In the Report on Public Instruction for 1879-80, the following passage from my Annual Report occurs:—

“The present eighth class in each is mainly composed of boys who had studied either in the seventh or eighth class in some other college; the senior F.A. class at Salem being composed of 3 boys who had been at the Christian College, 2 at Kumbakonam, and 1 at the Presidency College. It is no doubt cheaper for these students to prepare for their examinations in the town where their relatives reside; but as they would be reading in another college if these second-grade institutions did not exist, their fees cannot be regarded as going far towards the additional cost to Government of the extra masters required; and as it is men who have till now been teaching fifth and sixth classes who are now expected to lecture in subjects elsewhere and hitherto taught by professors—European graduates or the most distinguished of the Madras University—the students in the Salem and Cuddalore Colleges are, in my opinion, placed at a great disadvantage, not otherwise atoned for in not having as tutors men who have gone through an extensive course of English literature and mathematics.”

Let it not be imagined that I am opposed to the extension of Collegiate or higher education. I object to inefficient imitations of it.

I object to the students of the new Second Grade Colleges being taught by *Third Class Graduates*; and I object to Government having to pay more for that than it would cost to give each student a scholarship that would support him in Madras.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I believe there are, if necessary; but at present I know of no locality in need of a new or an additional institution of the higher class. It is a question of demand and supply; if a Government or Mission College were closed in a ‘paying’ locality, a Committee would take it up.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—This, like several other questions, could be best answered in Committee.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys’ schools, (c) Girls’ schools, (d) Normal schools?

Ans. 19.—It is as unfair to aid a school in rich and populous districts on the same terms as one in a poor and thinly-peopled one, as it would be to expect an equal amount of produce from a hilly dry country as in a well-irrigated one.

The grants are not adequate in certain middle class boys’ schools where the strength is small.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, i.e., one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—No difference that I am aware of is made by the Government or by the Inspecting agency in the treatment of non-Government institutions.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The official classes and the sons of Brahman beggars.

It is still very common for wealthy natives to be indifferent about their sons’ education, if it will not be necessary for them to earn their own livelihood. The parents frequently allow their children to stay at home, or remove them before they have completed their school course, and the boys themselves are idle. But the rivalry of school-life and the desire for the distinction of passing examinations is bringing about a great change for the better.

The wealthy do not pay enough for their sons’ education, and in many cases I have known a well-paid official act very meanly to escape paying a school-fee.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—The High and Middle Departments of the Town School, Combaconum, and the Middle Department of the Hindu School, Masulipatam, were so in 1880-81.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—Yes; and the advantage is greatly on the side of the non-Government institution, owing to its not being so tied down in the matter of payment of fees,—as to the date on which they should be paid, dismissal of boys for non-payment, and full fees required from all boys except those elected to scholarships by the Director of Public Instruction. Also boys who leave the Matriculation or College class a couple of months before the examination, will not be taken back in a Government institution unless they pay the arrears of fees.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I don’t know that it is injured; but to prevent unhealthy competition the scheme proposed in answer 48 might serve.

Ques. 25.—Do educated natives in your province readily find remunerative employment?

Ans. 25.—In some places the supply exceeds the demand, in others *vice versa*;—e.g., the Government school at Hosur, in the north-west corner of Salem, does not read up to the middle school examination (though there is ample material, if the staff were increased), and as men will not go there for small pay from other places, it is difficult to get qualified men, except for appointments in the Revenue Department, in which, as elsewhere, men are willing to work as volunteers to get a footing.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—Not as much as it might.

The new series of English Readers contains more interesting and practical matter than the old books; and as it is more than six years since the compilers prepared the texts, they might soon be recast, and this still further kept in view.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—Yes. The Cuddalore Deputy Inspector writes:—

There is some truth in the complaint. Many students who have passed the Matriculation examination are not able to write an ordinary letter in English, much less in the vernacular, nor are they able to answer simple questions in mental Arithmetic, which a villager of very limited education could most unhesitatingly do.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—The number is not in excess of what it should be; it is there being an unduly large proportion of candidates from the non-productive classes of the community that gives rise to the complaint that higher education is imparted to numbers out of proportion to the “requirements of the country,” and that there is an over-supply of passed men.

A large proportion of the students in schools and colleges are sons of Brahman mendicants or temple servants, and of officials; and, as few of these will or can follow their fathers’ pursuits, an educated class is created for most of whom appointments cannot be found; and of few of them are the early antecedents—life in chattrams and the absence of the moral training and influence of a good home—calculated to fit them for ultimately holding responsible offices.

Also, some foundation is given to this idea from the fact that graduates and other passed men take

up appointments in the Revenue and other Government Departments on very low salaries;—but they do this, or even go as ‘volunteers,’ knowing that their degree and abilities will soon obtain promotion for them.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—Scholarships are, I believe, given irrespective of the institution to which a student belongs.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Yes, aid under the result system is impartially given from Municipal funds.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—My opinion is that as a rule an F.A., or B.A., who is likely to be a good teacher, requires very little Normal training, if during his college course he has been taught by European Professors. But I have met Matriculates who had never heard a European speak, and what was said to them they could scarcely follow, and it was equally difficult to make out their pronunciation.

I am in favour of a short Normal training-session, in which elocution, handwriting, a thorough grounding in the vernacular, the keeping of school registers, and the perusal of works on educational system and school management should be the principal work;—men who had been under good teachers having imperceptibly learned how to teach.

The year might be divided into three sessions, each session to be a course; and instead of Government having to pay stipends to Normal students, men desirous of undergoing training would gladly pay a fee if the course were only for 13 weeks or so, which would be ample for most graduates and under-graduates who had been educated under a European head master. And the Normal classes could be maintained at still less cost by having merely a Professor of the Theory and Practice of Teaching attached to the Presidency College. Or they might be held in the same building as the Madrasa-i-azam, with a much smaller staff and establishment than at present.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The Deputy Inspector says:—

It is capable of improvement in the inspections of elementary and middle schools, as conducted by the Deputy Inspectors. The examination of the last-named officers is different in different places. Some make their examination unduly difficult, others unduly easy, and very few keep to the standard and strictly adhere to the rules. Such a system could hardly secure a uniform standard throughout, and is apt to sow seeds of discontent among the masters and managers, particularly those to whom the result proves unfavourable.

(1) This could be remedied either by the appointment of a special officer styled Assistant Inspector for each district, whose business will be to watch the Deputy Inspector and see by personal visits that the rules are not violated, that examination is up to

the standard and uniform throughout the district; or,

(2) By the Inspector holding an annual conference with his Deputies in some central part of his Division. There each should be called upon to state the mode of his working and, wherever it differs materially, the Inspector should check it, and prescribe a uniform method of conducting examination. He and the Deputies may, without much loss of time in correspondence, take this opportunity to discuss the most difficult and complicate educational questions and arrive at some sensible conclusions. This conference cannot last more than a week or so, and the small outlay incurred in the shape of travelling allowance to the Deputies will be more than counterbalanced by the beneficial results likely to accrue from such a general meeting of the Inspecting Officers of the Division.

But instead of (1) I would recommend the increase of the number of the Inspectors of schools,—no one to have more than two districts.

As regards (2) the proposal is good; and in like manner there should be occasional conferences of Inspectors with the Director of Public Instruction, the last of which was in 1873.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—No. Unpaid critics are undesirable, and likely to abuse their privileges and give fruitless trouble.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—Many are still unsuitable. Deputy Inspector Murugasa Mudaliar writes:—“The Tamil and Telugu languages have been spoiled by Englishmen editing certain text-books, such as the *Tamil First Book, Brief Sketches of Asia, &c.*”

It would have been well if the late Director of Public Instruction had referred his Curriculum to the Heads of Schools and the Inspectors before issuing it.

Many teachers and Deputy Inspectors also complain that the lessons in the several classes are too many and too long.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—I do not think so.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—In certain places it would have no ill effects—not even immediately—but would produce much benefit in the way indicated.

But its success in one or more places should not lead to the inference that a similar course could be followed in other places; e.g., what might be done in Tanjore would not suit Kurnool, either as regards crops or colleges.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think

so, what measures would you suggest in order to prevent this result?

Ans. 38.—No. The standard would adjust itself to the University and public examinations, the result system, and the Inspectors' and departmental examinations.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—No; there is no definite course of instruction in morality.

As Editor of the Third and Fourth Readers, and especially in my own Reader, the *Fifth*, I have introduced lessons on moral duties, and precepts from the Bible and other Sacred Books.

The following is from the Preface to my *Fifth Reader*:—

In the selection of the Poetical pieces, one object has been to place before the native pupil duties to God, to one's Parents, to our Neighbour, the virtues of Integrity, Charity, Truth, Honesty, Industry, and such moral lessons as may be inculcated in the simple language of verse and in a form easily impressed on the memory.

This might be done still more in vernacular school books.

The Deputy writes:—

Though no special treatise on morality is laid down in the Scheme of studies for Government schools, many of the pieces in the Readers and selections prescribed for the classes from time to time contain many valuable lessons on, and the duties of, man's daily life. The new Readers in English have many such lessons.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—No; there is no attempt made to insist on even such simple matters as cleanliness of person or clothes.

Gymnastics have recently been introduced in nearly all Government schools, but in few private institutions.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Not that I am aware of.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—A few schools started by Municipalities and Local Fund Boards were taken over by Government, but until last year no improvement was made in the staff, which from the first was ill-paid and ill-qualified. This year the staff of the Salem and Vellore schools has been improved and an East Indian head mistress appointed to each.

The Deputy, Cuddalore, remarks:—

There are girls' schools only in the Municipality and cussah towns, and even here the attendance is very small and irregular. The only class of people who evince anything like interest in the female education is the educated and Government officials. In other places, especially in villages, the people are quite averse to sending their girls to school, as they do not see any connection between the education of girls and their daily occupation in the household. Some send their girls simply for needle-work, and

when the girls learn hemming, felling, darning, &c., which is done in a year or two, they remove them, whether they are advanced in general knowledge or not.

In results schools a few girls may be seen learning the first or second standard lessons, but not needle-work, there being no person competent to give instruction in it.

Formerly when a capitation grant was given the attendance of girls in results schools was much larger, but the girls merely came to school and were enrolled in the register, and did nothing in the way of learning.

Female education is very backward in the circle, and that the inducements offered by the results system have not been altogether successful in improving it.

The Deputy Inspector makes the following suggestions to extend this important part of elementary education:—

- (1) That a reward of R10 be given for caste girls or women passing the Third Grade Examination in the mofussil.
- (2) That a series of new reading books containing useful and moral lessons to girls, lessons on the advantages of female education, on the women's duties as daughters, sisters, wives, and mothers, as well as the lives of eminent Hindu or European women, and useful and entertaining stories from Ramayana, Barata, and other Hindu Puranas, be published for girls' schools.
- (3) That prizes of books, needle-work boxes, toys, petticoats, &c., and of money, if possible, be distributed to the deserving girls each year publicly.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—It is the practice to call a boys' school a mixed school if it contain even one girl; but the term 'mixed school' should be limited to one intended for both sexes, and with a fair proportion of each;—which, I believe, would confine it to schools for East Indian boys and girls.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—To large towns where there is a European population, an East Indian mistress will be willing to go, but not to villages;—for schools in the latter and as assistant teachers middle aged men should be appointed;—masters whose degrees were too low for further promotion in a boys' school.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—Yes. But I consider that the same standard should not be required from girls as from boys under the result system.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Very little up-country, except by ladies connected with Missions.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—I have referred to the fact that the educational divisions are too large for the In-

spectors of Schools to visit all parts often enough and to thoroughly supervise the work of the subordinate inspecting agency and visit more primary schools.

The Directors of Public Instruction have not been able to make tours and visit not merely important towns and institutions but out-of-the-way places, and by meeting freely the humbler members of the department and village schoolmasters learn many things that would not otherwise reach their ears.

This is mainly due to the immense and unnecessary amount of office work, owing to matters requiring the sanction of the Director or of Government which might be disposed of by the Inspector or Director.

There is too much circumlocution and consequent delay in administration. For example;—an additional master on R6 or 7 is needed in a Local Fund Board school; the Deputy Inspector recommends it to the Inspector of Schools, the Inspector writes to the President of the Local Fund Board, the proposal is submitted to the next meeting (which may not take place for weeks), the resolution is sent up to the Director of Public Instruction for his opinion on its way to the Board of Revenue, who forward it to Government, by whom, after an indefinite interval, it is returned "sanctioned;" and thus after about as long as it would take to get a reply from London, the order reaches the Deputy Inspector after having travelled back through the same "channels."

Added to the delay is the great waste of the time of important officials, and the expenditure on paper and printing and clerks. Instead of this process the Local Board should be authorised to create out of the Educational Fund appointment lasting to the end of the official year.

There is even longer delay in so important a matter for a whole district as the Local Fund Board budget,—sometimes sanction not being received for budgets submitted in October or November till May or June, or even later.

Again, in the Grant-in-aid Code, delay and loss of time, sometimes of money or a teacher, is caused to Managers through the sanction of the Government being required in several instances where it is merely formal, and where an official in the position of Director of Public Instruction should have the authority. For example, the sanction of Government is required, but would surely never be refused (however delayed), for half salary grants of masters and mistresses in schools for poor Europeans and East Indians.

For the post of Deputy Inspector there should be special training. Too often a man has been appointed to be a Deputy Inspector because it was desired to get rid of him as a teacher, or that a graduate should be appointed to the mastership he held; thus, not only had the Deputy Inspector no special fitness, but as a rule no acquaintance with elementary education, and was sent forth to learn his work by commencing it at once.

Instead of this, men should be carefully selected, and I would not limit the choice to men in Government schools. They should have to work for a while as Inspecting Schoolmasters or Additional Deputy Inspectors, so as to become well acquainted with primary and village schools before having the administrative duties of a Deputy Inspector. They should be men of respectable family, good address, active habits, and if possible men whose character and disposition the Inspector was well acquainted with.

Too much importance is attached to the results of public examinations; and it is hardly fair that the verdict passed on the work of a school and its general state should depend so much on the number of passes at examinations; or that the proportion passed in a class in a Government school should be contrasted with that in a private school; the latter will naturally be lower, as the Manager of a Mission school will admit and retain boys whom the head master of a Government School could not or would not.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I think the raising of the middle schools at Tiruvadi and Tiruvalur in Tanjore is not only injurious to the pupils who form the high school but to those in the classes below them, for the former are prevented going to the neighbouring colleges, and each of the other classes is taught by a man of presumably lower qualifications than it would have if there were no high school;—the process being that when a class is added at the top, each master has to teach the class above what he previously had.

It may be said that Government has incurred no additional expense by this;—but the master whose occupation is to teach the high school class would not be wanted if the class had not been created and if the boys been allowed to proceed to high schools elsewhere.

I consider also that there is no necessity for three high schools in ——— district. While there is a Government high school at ———, and when many boys go from the southern Taluqs to Combaconum, aid should not be given to the High Department of ———; it contains so few boys (a large proportion of whom are free) that the salaries of the masters would be sufficient to give them all scholarships. Or, if there were but one school at ———, it would be self-supporting without any aid from Government. And seeing that in the Mission institution there is no religious instruction, the class books also being the same as in Government schools, there seems no reason why, if the Government school and college were abolished, a local committee representative of the Mission and the non-Christian residents could not be formed.

This actual case illustrates how I would propose to deal with the question of aid to high schools and colleges and meet the difficulty of Government being expected to aid two institutions in one place where one would be sufficient.

I would distribute the funds for higher and Collegiate education somewhat in this way:—places should be selected as recognised centres for a high school or college, and a maximum amount allotted as a lump grant-in-aid for each of these centres for its Higher and Collegiate education;—then if the Managers of the Mission and Hindu schools were to amalgamate, adopting rules regarding religious teaching similar to those observed in the Irish National School system, there could be one good institution with well-paid and efficient Professors; but if each chose to work separately, the allotment for the centre would have to be shared between them in proportion to their work.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—Not that I am aware of. At the request of the people middle schools have been taken over by Government; but in those cases the word 'adequately' would not apply, because they were not so efficiently conducted as they would be under Government management. And recently in several other localities the Managers or people have petitioned Government (without success) to take over their schools, as owing to the new salary grant rules they were not adequately supported.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—(a) I think the statement is not applicable, though the raising of institutions to high schools or colleges under the late Director may be the foundation for it.

(b) I think not.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works?

Ans. 51.—There is no recognized system; but in many schools one of the best boys keeps the registers, calls out the boys' names to take places, &c., and is responsible for the behaviour of the class if the master happens to leave the room.

I do not approve of it except in high schools when supervised by the head master, as it encourages the natural tendency there is in this country of delegating work to others, without a compensating advantage in training the Monitor in neatness, &c.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—No. I am in favour of the development of Primary schools.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—It ought, I think; but it would be very difficult to devise or enforce a fair scheme.

The Cuddalore Deputy Inspector writes:—

No, as I think such a rule would be really unworkable, as no distinct line of demarcation could be drawn between the rich and the poor, and as the few rich men who now send their children to high and middle schools would stand aloof and give up the little support that they now give to the cause of education.

I think the Deputy's view of the 'rich men' would apply only to uneducated rich men in country places.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—There are instances in Trichinopoly, Tanjore, and Combaconum, but in other 'paying' localities, Government or Mission institutions have already possession of the field.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—To middle and lower class schools maximum rates should be fixed and calculations made with reference to the income and expenditure, so that the Government grant should not, when added to the other sources of income, exceed the cost; but at the same time the authorities should require at the outset that the school should be properly officered by an efficient staff, each master having the qualifications for the class he had to teach, and all the necessary apparatus, maps, and furniture being in use.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—The salary system might be the basis of conditions specified in answer 48.

The salary system would be a good one if all schools were similarly circumstanced; but while in some places there may be 30 boys in a class, in others there are only 5 or 6, and yet in each case a teacher who has the same qualifications would be allowed the same grant.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—It could not be fixed. The object of the grant being to secure efficiency, the proportion would vary according to the amount the Managers could bring to meet it, which would depend in most cases on the locality.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—There is no limit to the number of College students that a Professor might have in a class, but he must be a born teacher and ruler of boys.

In middle schools under an ordinary Native master the strength might be allowed to reach 40, or so, giving a daily attendance of under 40; but the master should be physically as well as mentally fit and active.

Ques. 59.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 59.—It might be left to the discretion of the Principal or Manager.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I don't see how it could be so interpreted.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—The professors in the Presidency College may be said to be University Professors.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—Certainly not. While the examinations have been productive of much good, the system of promotion in the Director's office is a very serious defect;—not the least part of which is the lowering the dignity and position of the head master thereby. It has also prevented some Mana-

gers of private schools sending in their classes; as the Manager or head master would not bind himself to resign his prerogative and refuse promotion to a boy who he knew had failed from some exceptional cause to get the minimum in a subject. Again, not only are deserving boys often kept back, but the head master of a Government College recently accounted to me for the failure of many of his pupils at the Middle School Examination as being due to the fact that many of those who were allowed up in accordance with the Comparative Examination rules were quite unfit in one or more important subjects.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—Yes; they are printed in the *Standing Orders*. They require some modifications, and should be made compulsory on all aided schools.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I do not see how in this country a college or school could be regarded as a model in the sense intended.

A hard-working head master is a model, and will have imitators; and there is a good deal of emulation which stimulates the masters and pupils in the schools and colleges tested by the University and other examinations.

If it is a model as regards good building, furniture, &c., it is merely a question of money.

But if efficiency in all respects, neatness, good discipline, and the like are required, the inspecting agency will see that all schools are models of these.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B. A. standard?

Ans. 65.—Not less than half should be Europeans; but for such subjects as Sanskrit and mathematics, Native professors might be appointed.

I should like also to see every High School and Second Grade College under a European;—these cover a much wider area for influence than "Colleges educating up to the B.A. Standard."

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—I believe the Native community, especially students who can judge for themselves, prefer to be taught by Europeans, and Native Managers would be willing to employ them, but as a rule they have to go to the cheapest market.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—If the proposals suggested in answer 48 were accepted.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes, there are instances.

Ques. 70.—Are the conditions on which grants-

in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—Some of the new rules of the salary grant system are very unfair; especially where they affect teachers of long standing, who hold high positions in high schools; the cases I refer

to are those of masters in the two chief institutions in Madras for European and East Indian boys, and for such either the rules should not have been retrospective, or the Director be empowered to deal with them separately.

Cross-examination of DR. JOHN BRADSHAW.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 2 you hold that "administration should be in the hands of Educational Officers." Will you explain what you mean to convey by the term 'administration'?

A. 1.—I mean chiefly the administration and distribution of the funds allotted by the Board. My objection is that in some Local Fund Boards, the President overrules the educational officers entirely. These powers are sometimes exercised by young officers and others who have little or no knowledge of the wants and wishes of the people.

Q. 2.—In answer 11 you say that "a smattering of the vernaculars is sufficient for a pass at the public examination." Would you recommend that the vernacular standards should be raised considerably?

A. 2.—I understand that the standard is going to be raised for the Matriculation Examination of the University. This will tend to raise the standards of the lower examinations.

Q. 3.—In answer 17 you say that "if a Government or Mission College were closed in a 'paying' locality a committee would take it up." Is there any locality where any Government or Mission College is really self-supporting, much less 'paying'?

A. 3.—I know of no college which is self-supporting, depending on fees alone. There are places where such a college might be self-supporting with fees and grants, if there were no rival college.

Q. 4.—In answer 16 you suggest that the second grade colleges recently started at Cuddalore, Salem, and Madura should be closed. Concerning the Madura College, are you aware that the number on the rolls on the 31st March 1882 was greater than in any other Government Second Grade College except Calicut?

A. 4.—Yes. I am.

Q. 5.—And the cost of the Madura College was less than that of any other Government college, being about half as much as that of the colleges at Calicut, Mangalore, and Bellary. In view of these facts, would you spare the Madura College or doom it with those at Salem and Cuddalore?

A. 5.—My objection to these colleges is contained in the last three lines of my answer. I admit that it is less costly than any other second grade college. I should prefer, however, that Madura be omitted from my answer, as that district does not lie in my Division; but I retain my private opinion that it would be preferable for the students of that college to go to Combakom for their F. A. studies.

By MR. FOWLER.

Q. 1.—In reply to question 12 you say "Recognised teachers should receive a fixed monthly salary." How would you settle the amounts?

A. 1.—According to the standard of the class and the school, and to the qualifications of the teachers. The amount should be from Rs 5 to Rs 12 a month.

Q. 2.—You suggest half-yearly examinations: would such be practicable?

A. 2.—It is impracticable with the present staff.

Q. 3.—Is the plan of paying a result grant in one lump grant a good one?

A. 3.—If practicable it should be paid in monthly instalments after the examination, during the following ten or twelve months.

Q. 4.—Am I to infer from your reply to question 19 that you would vary the rates of result grant to suit different districts?

A. 4.—Yes.

Q. 5.—But would there not be great practical difficulties?

A. 5.—I think not for the few cases that would require consideration. See also my answers to questions 55 and 56.

By THE REV. WILLIAM MILLER.

Q. 1.—Kindly say whether you think there is much danger of uprooting the *pial* schools from the affections of the people in the process of bringing them into harmony with the prevailing system.

A. 1.—In many places the people are becoming satisfied that the old system should be replaced by the present.

Q. 2.—Would you favour a scheme by which the standards and rules for aiding a *bona fide* indigenous school should be distinctly lower and laxer than those applied to a school started and conducted on what may be called the modern plan?

A. 2.—I do not think any such scheme is required; for teachers in indigenous schools need not take all the subjects in each standard.

Q. 3.—Will you favour the Commission with your views as to the practical working of what is known as the combined system, which is understood to aim at such a combination of monthly and annual payments as you suggest?

A. 3.—I am in favour of that system.

Q. 4.—Would you kindly explain what harm you regard the College Departments referred to in your answer to question 16 as doing?

A. 4.—The harm which I think they do may be inferred from the last three lines of the quotation from my report given in my answer.

Q. 5.—Can you give some idea of the real cost which the College Departments at Salem and Cuddalore entail on Government?

A. 5.—At Salem in 1881-82 the annual cost to Government of educating each student was Rs 23, at Cuddalore Rs 27, and at Berhampore Rs 68, and at Salem the cost of turning out a successful F.A. was about Rs 1,180.

Q. 6.—Please say whether there are many localities at present occupied by Government

institutions at which a school educating through the course up to the matriculation standard may be made self-supporting?

A. 6.—There are none in that condition now.

Q. 7.—Referring to your answer to question 20, let me ask whether the practical tendency of a system so centralised as the present one, in which standards are so rigidly fixed, and yet make no allowance for religious subjects, is not adverse in its whole tendency to schools in which any religion is taught; e.g., such schools as are described by the Hosur Deputy Inspector in your evidence. (See page 21).

A. 7.—The fact of the school being under inspection does not prevent other subjects being taught than those put down in the curriculum; and other class books than those read in Government schools may be used if of the same standard.

Q. 8.—Is it not probable that under the present system all such schools will ultimately be driven from the field?

A. 8.—I see no reason for thinking so.

Q. 9.—Allow me to ask whether the change for the better that is going on, as stated in your answer to question 21, is proceeding at what you would regard as a healthy rate, or would it be wise to attempt any new means to accelerate its progress?

A. 9.—I think it would be well if Government could give some impetus to it. Some years ago there was a proposal that Government should establish a school in Madras for the sons of Rajahs and Zemindars.

Q. 10.—Referring to your answer to question 23, may I ask whether you are aware that there is a strong prejudice in favour of a Government Institution simply because it is a Government Institution?

A. 10.—I do not think this exists so much where there is also a non-Government institution; and among the reasons why an institution is preferred should be reckoned its situation, its teachers, and their influence in bringing their relatives and helping them with their fees, &c.

Q. 11.—May I ask whether you think that laxity in enforcing fees and in permitting non-attendance is really "advantageous" to a school in the long run?

A. 11.—No; but I consider that the conditions laid down for Government schools, as regards collection of fees, are too severe.

Q. 12.—Kindly inform us whether there is not a system of free scholarships in force in Government schools such as either draws away many of the best boys from non-Government schools or compels the Managers of the latter to take them as free scholars, thus *pro tanto* diminishing the resources of the school.

A. 12.—The number is so limited that the loss of resources does not counterbalance the advantage of obtaining a pupil who stands high at an examination.

Q. 13.—Will you kindly explain whether there is not some incongruity between your statement as to there being no interference with the free development of aided schools, and your reply to question 62? If the system of examination be such as it is there described, lowering to "the dignity and position of the head master" and such as to compel him to "resign his prerogative," does it not "interfere with the free development of private institutions"?

A. 13.—I do not see any incongruity, as it is optional with the master to present his class for examination or not.

Q. 14.—Let me ask if the withdrawal of Government from managing schools were carried out in the places where "it would have no ill effects, even immediately," would it not healthily hasten the time when the same step might be taken in places where it would at present be injurious?

A. 14.—I do not see that it would.

Q. 15.—Presuming from your answer that you consider a definite course of instruction in morality a desirable thing in itself, may I ask how far you consider it a practicable thing?

A. 15.—I think the Government series might be so compiled as to include a course of morality.

Q. 16.—Is the choice of Deputy Inspectors referred to in your answer to question 47 limited to men in Government schools at present? If so, is the limitation made by any rule, or simply by custom?

A. 16.—Of late years only men in Government schools have been selected so far as I know of; but there is no rule on the subject.

Q. 17.—Please inform us whether you mention the schools at Tiruvadi and Trivallur as isolated and exceptional instances, or as types of a class and illustrations of a tendency.

A. 17.—I know of no others to which my answer would be applicable, but these cases may form a precedent.

Q. 18.—Kindly explain whether in the latter part of your answer you mean that under the new rules the schools really were inadequately supported, or that the Managers erroneously thought so.

A. 18.—I mean that they really were inadequately supported in consequence of the reductions of salary grants under the new Code.

Q. 19.—Why do you single out the professors of the Presidency College as equivalent to University professors?

A. 19.—Because it is a secular institution.

Q. 20.—I understand you to mean in your answer to question 66 that it is simply a question of money, and that if sufficient resources be forthcoming, from whatever quarter, Native Managers are likely to be quite ready to employ European professors when necessary;—will you kindly say whether my understanding is correct?

A. 20.—It is.

By THE REV. DR. JEAN.

Q. 1.—(A. 8). If Municipalities were merely required to set aside a fixed proportion of their income for elementary education, would not elementary education be exposed to being left unprovided for in years in which the income is smaller, and consequently the fixed proportion is insufficient? What should be done in such a case?

A. 1.—I am not prepared to say what should be done in such a case.

Q. 2.—Would you extend your suggestions in your answer to question 13 to all localities, even to those where parents are most reluctant to sending their children to school?

A. 2.—As a condition of aid, I would.

Q. 3.—If many matriculates are found to be very backward in English and even in their own vernacular (A. 27), does not this arise in great

part from their having to prepare too great a number of subjects for matriculation? Do you think that they can get more than a smattering of so many subjects?

A. 3.—I agree partly with your objection.

Q. 4.—In your answer to question 38 you say that, in the event of the Government withdrawing from the direct management of schools and colleges, education would not deteriorate, because it would adjust itself to the University and public examinations. But I ask you, would not the University itself be compelled to adjust its own standard to the teaching in schools, if the teaching became less efficient? And if so, does not the question of deterioration depend on this: whether, in the event above mentioned, the general teaching would not lose in point of efficiency?

A. 4.—I do not think that the teaching in schools would deteriorate, and, therefore, it would not be necessary for the University to lower its standard.

Q. 5.—In reference, to your answer to question 16, I would ask you whether a 3rd class graduate is not often as good, and at times better, than a 2nd class graduate for the function of head master, so that a Manager may have good reasons to prefer the former to the latter?

A. 5.—Not as a rule.

Q. 6.—I think I have heard you say that pupils studying for F.A. in Madura might have gone to Cumbakum. You seem then to think that students will not be debarred from prosecuting their studies by being compelled to resort to distant places. Please tell me whether your experience confirms this, even in the case of children of poor families.

A. 6.—It would be cheaper for Government to give scholarships to maintain poor students in Madras.

By THE PRESIDENT.

Q. 1.—May we understand that you adopt the whole of the small print quotations in your examination-in-chief; or that you accept only part of them as your own?

Evidence of D. DUNCAN, Esq., M.A., D.S.C., Acting Principal, Presidency College.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—Since 1870 I have held the office of Professor in the Presidency College, of which institution I am at present the Acting Principal. I am also Registrar of the University of Madras—a post which I have held for five and a half years. I have, in consequence, been brought into relations direct or indirect with all the institutions, Government, aided, and private, in this Presidency as well as in Travancore and Mysore, which send up candidates to any of the University Examinations. Although professional pursuits have familiarised me chiefly with the higher education, I have always endeavoured to cultivate a lively interest in the development of primary and middle school instruction throughout Southern India.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you

A. 1.—I adopt all except parts of the quotations under my answer 2. For example, I do not wish to see the inspecting schoolmasters increased, nor am I in favour of compulsory education. I would desire an Education Act, but not a compulsory one.

Q. 2.—Do you desire to add any further statement to Section 2 of the third answer in your examination-in-chief?

A. 2.—I would add that, when a school is established in a village or any interest taken in it by a locally influential or wealthy Native, it is either for the sake of educating his own sons at a less cost than if he employed a private tutor, or to provide for some relative dependent on him whom he appoints master, or to make use of the master as a writer and for other duties in his house.

By MR. P. RANGANADA MUDALIYAR through THE PRESIDENT.

Q. 1.—In answer 23 you say that in Government schools "full fees are required from all boys except those elected to scholarships." Are not full fees exacted in Government institutions even from stipendiary scholarship-holders, and does the same practice obtain in aided institutions?

A. 1.—Yes, full fees are exacted in Government institutions, but I am not aware of the practice in aided ones. By scholarships in 23 I mean full scholarships.

Q. 2.—Please fill up the blanks in answer 48.

A. 2.—1st blank, South Arcot. 2nd blank, Cuddalore. 3rd blank, Chittambaram. 4th blank, Cuddalore.

Q. 3.—In answer 48 you say that, while there is a Government High School at Cuddalore, aid should not be given to the High department of Chittambaram. Why should Pateheappa's High School at Chittambaram not have a grant, when mission High Schools at Cuddalore itself have grants given them for their High School Departments?

A. 3.—I would have one central institution of the higher class in Cuddalore for the whole district.

suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—On the first part of this question I would merely remark that the principle ought never to be lost sight of that improvement in primary instruction ought to go hand in hand with improvement in the physical and economical condition of the people. Whether primary instruction is pushed far ahead of the latter or lags far behind it, the result is evil. As I have tried to show in my answer to question 36, this is the part of a national system of education which can be most efficiently and economically conducted by local effort, each particular community being the best judge both of the course of instruction most suitable to its requirements and of the extent to which it should be carried.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

B.A. Degree Examination.

YEARS.		Number examined.	NUMBERS PASSED.				Percentage passed.
			1st Class.	2nd Class.	3rd Class.	TOTAL.	
1877-78.	Scholastic.	122	1	11	36	48	39.3
	Private.	25	...	...	4	4	14.3
	Scholastic.	123	...	50	45	95	77.3
1878-79.	Private.	102	...	13	32	45	44.1
	Scholastic.	143	3	43	31	77	53.8
1879-80.	Private.	32	...	3	5	8	25
	Scholastic.	157	...	55	44	99	63.06
1880-81.	Private.	38	...	4	10	14	36.8
	Scholastic.	225	...	61	75	136	61.3
1881-82.	Private.	33	...	2	4	6	16.7

Ans. 5.—My experience does not lead me to place a high value on home instruction in any country, much less in India. An indispensable condition of home instruction is the existence of enlightened family and social surroundings. Now, even in Great Britain, where the young cannot only have the assistance and encouragement of elders who themselves know the value of instruction, but also enjoy numberless facilities for private study, the statistics of public examinations show that private students do not compete on equal terms with those educated at school. If this be so in countries where the population at large have for generations enjoyed the advantages of education, what are we to expect in India, where the educational facilities and influences outside the school are respectively so few and so weak? Home instruction, to be successful, demands an educated home, which in India is the exception rather than the rule.

I am far from denying that private or home instruction does in India occasionally produce results that need not fear comparison with the best products of our educational institutions. Some of the foremost members of the Native community of Southern India at the present day received their education outside the pale of our colleges. But such instances merely prove what the advocates of scholastic training have never denied, namely, that exceptional ability and diligence may compensate for the want of academical opportunities.

The following figures show how it fares with the two classes of students in the examinations of the University of Madras:—

Matriculation Examination.

YEARS.		Number examined.	NUMBERS PASSED.			Percentage passed.
			1st Class.	2nd Class.	TOTAL.	
1877-78.	Scholastic.	2,210	96	632	728	32.9
	Private.	231	...	29	29	12.5
	Scholastic.	2,384	19	333	352	14.8
1878-79.	Private.	213	...	3	4	1.9
	Scholastic.	2,772	51	951	1,002	36.1
1879-80.	Private.	537	...	92	92	17.1
	Scholastic.	3,047	95	1,181	1,276	41.9
1880-81.	Private.	472	...	95	95	20.1
	Scholastic.	3,234	63	1,006	1,069	33.05
1881-82.	Private.	491	...	61	62	12.6

First Examination in Arts.

YEARS.		Number examined.	NUMBERS PASSED.			Percentage passed.
			1st Class.	2nd Class.	TOTAL.	
1877-78.	Scholastic.	430	13	169	182	42.3
	Private.	77	...	9	9	11.7
	Scholastic.	556	9	154	163	29.3
1878-79.	Private.	107	...	9	9	8.4
	Scholastic.	540	47	237	284	52.6
1879-80.	Private.	42	...	11	11	26.2
	Scholastic.	423	33	127	160	37.8
1880-81.	Private.	55	...	6	7	12.7
	Scholastic.	642	52	339	391	60.9
1881-82.	Private.	91	...	32	32	35.1

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of one instance in which a Government institution of the higher order was closed and the work it was performing transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854. The instance I refer to is the school department of the Kumbakonam College. There may be others, of which I am not at present aware. But there have been numerous instances of the closure or transfer of Government institutions in favour of Missionary bodies—a transfer which was not contemplated by the paragraph of the Despatch cited above.

The reason why more effect has not been given to this provision of the Despatch is, I believe, that which is contained in the selfsame paragraph, namely, that successive Directors have been unwilling "to check the spread of education in the slightest degree by the abandonment of a single school to probable decay." Vague charges against the administration of the Educational Department, like many of those with which we have become familiar in recent years, are easily made and not easily refuted. I would ask those who impugn the action of Government educational officers to name a single instance in which any reluctance has been shown to transfer or close a Government institution of the higher order in favour of one managed by a "local body;" or a single instance in which a Government school of this class has been established in a place where there existed a sufficient number of efficient schools maintained by "local efforts." The fact that in recent years so many Government schools have been either closed or transferred to the agents of Missionary Societies is of itself sufficient to show the willingness of the Department to develop the grant-in-aid system. For surely nobody will argue that foreign Missionary Societies are "local bodies," or that the labours of European gentlemen largely supported by funds collected in Great Britain can be termed "local efforts." I mention this because it seems to justify the conclusion that if successive Directors have shown themselves prepared to close Government schools in favour of grant-in-aid schools, even though the latter were not managed by local bodies, it is reasonable to suppose that they would have been equally ready to embrace every opportunity of doing so in favour of schools conducted by genuine "local bodies." If the

number of such transfers has not been great enough to satisfy ardent reformers, it should be remembered that 25 or 30 years, though a long period in the life of an individual, is but a short period in the life of a nation or in the carrying out of a scheme of public instruction which is to incorporate itself with the other permanent elements of national policy.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—There is every reason to believe that what has generally happened in the past would usually happen again, on the closure or transfer of a Government institution of the higher order. The "private bodies" would in nine cases out of ten be the agents of some one of the Missionary Societies. Now I cannot conceive that it was the intention of the framers of the Despatch of 1854, or that it is the desire of the Government of India, to see education practically taken out of the hands of the Natives of the soil and monopolised by persons acting under instructions from committees in Great Britain or elsewhere. If Government really desires to foster self-help among the people (and I entertain as little doubt about that as I do about its being the duty of Government to cultivate it), more care should be taken than is usually done to see that the closure or transfer of the State school has that effect. As a rule the worst measure that could be adopted to secure that end is to hand it over to one of the Missionary bodies. A Missionary school is to a certain extent a charity school. Now if it were proposed to rouse a community to private effort in the management of its own affairs, it would hardly conduce to that end if a foreign society were to establish a soup kitchen, or a work-house, where food or shelter could be obtained at only a fraction of its value. This would be to pauperize the people rather than to stimulate self-help. And nothing but the glamour of false sentiment prevents people from seeing that a system of education largely supported by foreign charity must have the same pauperizing tendency. On the other hand, there are as yet very few districts in which the transfer of a Government institution of the higher order to the management of local committees of Native gentlemen would not act injuriously on education. The reasons for this will be found in my answer to question 36. With the spread of the higher education, every year will see it becoming more easy to make such a transfer with impunity.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—In certain districts the intimation that Government would after a specified time withdraw from the maintenance of higher educational institution would altogether fail to rouse the people to concert measures for the maintenance of the institution on a private basis. Where education is backward and the people are poor, the institution would simply be allowed quietly to die. I presume, however, that Government would

not propose to withdraw from schools so circumstanced, but only from those situated in the midst of a comparatively well-to-do community, who had learned to appreciate the value of education. In the latter case, if the people are wealthy enough to support the school themselves or with the aid of a grant, it must be left to their sense of the value of education to devise means for carrying on the institution on a private footing.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, i.e., one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I do not believe that any school or college in this Presidency enjoys any advantage or suffers any disadvantage as regards aid and inspection on account of any religious principles taught in it. If any institution is placed at a disadvantage in this respect and on this account, its case will no doubt be brought to the notice of the Commission.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The following statement, drawn up on the 31st March last, shows the classes of the population to which the pupils of the Presidency College belong:—

	Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	TOTAL.
College . . .	80	17	47	1	...	66	211
High School . .	53	18	18	2	...	44	135
Middle School .	38	18	4	1	...	37	98
TOTAL . . .	171	53	69	4	...	147	444

"The wealthy classes" being a very elastic phrase, it is not easy to say whether or not they pay enough for the education of their children. Very few Native officials can be called wealthy, and, as far as they are concerned, the fee could not be much raised without injury. The same may be said of the "Trader" and "Farmer" classes. Under the head of "Others" come some who may be described as poor, being the children of teachers in aided or private schools, and some who may be designated wealthy, such as the children of a few prosperous pleaders. Taking them as a whole, I should think it a misnomer to designate as "wealthy" the classes from which the pupils of the Presidency College are drawn. Compare these classes and the fees they pay with the classes whose sons attend the Scotch Universities and the fees charged them. A Scotch Arts student usually pays six or nine guineas a year, according as he attends the lectures of two or three professors; whereas the Madras student pays Rs. 60, and the Calcutta student Rs. 141 a year. I do not wish it to be inferred that the fees in our colleges cannot be raised in any degree. But I do mean to protest against the practice of singling out the people of this country from those of all other coun-

tries in the civilised world as a people who receive an eleemosynary education at the hands of the State. I have compared India with Scotland. If we compare it with Germany it will be still more apparent that India is not so exceptionally dealt with as is commonly supposed. Mr. Lethbridge has recently shown that the tuition fees in some of our Indian Government colleges are high as compared with those of Oxford and Cambridge. On the whole, the fee seems to me to be approximately adequate when compared with the means of those who attend our colleges. Is it adequate with respect to the expenditure made by the State? The fee at present charged in the Presidency College is Rs. 5 a month. Without denying that some increase might be made, I may say that the highest possible addition to the fee will have an almost inappreciable effect in lessening the cost to the State. The idea that collegiate education in India can be made self-supporting by fees alone rests on a very slender foundation of fact. I doubt if collegiate or University education is self-supporting in this sense in any country. In the Arts classes of the University of Edinburgh the fees cover about one-third of the expenditure, the remaining two-thirds being met by Government, and by endowments, &c. Now if we bear in mind that they are and must for a considerable time continue to be largely officered by a highly paid European agency, it will appear from the following figures extracted from the Report of the Director of Public Instruction for 1880-81, that the Government colleges of Madras are not all so hopelessly bad financially as is sometimes supposed.

FIRST GRADE.		Percentage of fees to cost.
Kumbakonam College . . .	.	36.73
Presidency . . .	.	15.14
Rajahmundry . . .	.	9.20
SECOND GRADE.		
Calicut College . . .	.	27.85
Madura . . .	.	24.53
Mangalore . . .	.	12.80
Salem . . .	.	11.88
Cuddalore . . .	.	11.45
Bellary . . .	.	8.14
Berhampore . . .	.	3.94

It thus appears that the Kumbakonam College contributes more towards its support from fees than the University of Edinburgh, and that Madura and Calicut are approximating to the proportion of one-third. With regard to the others (the Presidency College excepted), it must be remembered that they are either in their infancy, or are located in districts poor, sparsely peopled, or backward. As for the Presidency College, the revenue from fees meets only something less than one-sixth of the expenditure. In explanation of this a variety of considerations must be kept in view. (1) The Presidency College is officered almost entirely by Europeans in the graded service, consequently the cost of the establishment is high as compared with that of the mofussil colleges. (2) It so happens that the professors at present belong most of them to the second and third classes of the graded service; if the cost be taken several years ago, when the professors were all in the fourth class, it will be found to be considerably less. In fact with the system of grading now adopted the cost for any one year is of little value. Moreover, if most professors happen to be in the higher classes, most of the Inspectors must be in the

lower classes. The cost of the graded service as a whole remains practically the same. (3) In comparing the cost of the Presidency College with that of aided colleges, the very important circumstance should not be overlooked that it is the only college in Southern India in which all the optional branches for the B.A. degree can be efficiently studied. One college may be equal to it in facilities for studying the mathematical sciences, another may be equal as regards the means for prosecuting the physical sciences, while a third may not be behind in respect to the mental sciences; but in no other institution are equal facilities afforded for the study of all the three. Hence the Presidency College is the only institution where a real as compared with a merely nominal option is permitted to pupils. (4) There is the further fact that it is the only college which has a chair of Sanskrit and Comparative Philology filled by a European scholar. These special facilities for study are exactly as they ought to be if the Government college in the capital of the Presidency is to maintain its position as the model college of Southern India.

In order to arrive at a true financial estimate of the comparative cost of Government and aided colleges, it has been said (*vide* Madras Report on Public Instruction for 1880-81, p. 20, § 15) that "25 per cent. should be added to the former on account of pension contingencies." With this I quite agree, provided a similar addition be made to the cost of aided colleges. Some colleges under native auspices either have or are devising a system of pensions for teachers. As to Missionary colleges, it is notorious that the nominal salary gives little idea of the real salary. I am not aware to what extent pensions are allowed to Missionaries in India; but in many cases the Missionary educationist has a free house or house-rent allowance. If he marries, his salary is increased; and the birth of each child means an increase of so much to the monthly income. The journeyings to and fro between England and India, both of himself and his family, are paid by the Society, and when he remits money home, he can do so, with certain restrictions, at the rate of two shillings per rupee.

In naming these manifold additions to the small nominal salary of the hard-worked Missionary, I am far from meaning to suggest that they are not well deserved. But in the name of common fairness I ask that they shall not be overlooked in drawing a comparison between the cost of Government and of aided colleges. It is difficult enough to form a just conclusion as to their comparative cost, even when all the known facts are before us; we need not add to that difficulty by ignoring an important class of known facts.

If it were decided to raise the rate of fee, I should advocate a higher rate for the B.A. than for the F.A. classes. But a matter of more importance than the raising of the fee is the equalising of it. Artificial fiscal arrangements are now being driven from the fields of industry and commerce, and I have yet to learn on what sound principle of honesty or policy they are retained in the domain of learning. That inefficient instruction should charge a less fee than efficient instruction will commend itself to every mind; but that pupils should be asked to pay a fee of Rs. 5 a month in one institution for instruction which they can receive of exactly the same quality in the next street for Rs. 8, is a state of things which it would require stronger reasons than I

have yet met with to justify. This is a form of "unhealthy competition, the remedy for which is in the hands of Government. Two and only two consistent courses seem to me to lie before Government: either to decline to interfere in any way with the rate of fee to be levied in aided institutions, or to insist that all institutions in the same neighbourhood which impart the same kind and amount of instruction shall charge the same rate of fee. But to deliberately sanction the handicapping of its own institutions and the bolstering up of aided institutions by an arbitrary difference in cost which bears no relation to any real difference in value, is a policy which, I respectfully submit, is opposed no less to the recognised principles of political morality than to those of political economy. How can it fail to suggest the idea that the education of the people is of less importance to Government than the educating of them by means of a particular class of institutions?

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—That a non-Government institution may become influential side by side with a similar Government institution is proved by the state of things in the town of Madras, where, in addition to the Presidency College, there are the Madras Christian College teaching up to the B.A. standard and Pachappa's College working up to the F.A. standard. The Docton Protestant College being intended mainly for a particular section of the community, may be left out of consideration. Both the Christian College and Pachappa's College are influential, each in its own way. As to stability, Pachappa's College, which is entirely managed by a committee composed of some of the leading Native gentlemen in Madras, has a large funded capital to fall back upon. It possesses, therefore, the conditions of permanence in as high a degree as they can be found in any Native institution in this part of India. In the case of the Madras Christian College, which is the most influential non-Government institution in Southern India, the principal element of instability that I can see is the circumstance that something like one-third of its income is derived from the contributions of Missionary Societies in Scotland and England. Now, everybody is aware how liable such contributions are to vary, from year to year, either from the pressure of hard times, or from the opening up of new fields of mission enterprise, or from change of opinion as to whether primary or high class education is the proper work for Missionary bodies. The influence and stability of non-Government institutions appear to me to depend mainly on conditions internal to themselves, chiefly, a stable financial basis and an efficient staff. So long as these favourable conditions are present, they have nothing to fear from the competition of Government institutions.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—The cause of higher education is not unfrequently injured by unhealthy competition, which it is the present fashion to lay at the door of the Educational Department. But competition

is a characteristic of human nature, not a feature of any particular class of colleges. In some cases the competition is between a Government and an aided school, but it as frequently exists between one aided school and another, between one native institution and another, may even between one mission school and another. It is natural for the institution first in the field to look upon itself as having a monopoly, and to resent the intrusion of new comers. If the locality, or the teaching power, or the rate of fee levied, is dissimilar, the competition is more or less unequal. And the danger then is of attempts being made to restore the equilibrium by means which are injurious to the students intellectually and morally. Discipline is relaxed, because pupils who are strictly dealt with revenge themselves by going to the rival institution. A lower standard of excellence is made the qualification for promotion, because boys not promoted in one school go to another. It is generally believed, for example, that the quality of the matriculates at Kumbakonam, now when there are several institutions teaching up to the Matriculation standard, is inferior to what it was in former days when the only institutions preparing candidates for the Entrance examination were the Kumbakonam College and its feeder, the Town High School.

I think it would be as unwise (and, I may add, as useless) to interfere with the action of competition in the educational world as to try to do so in the economic world. It is only by free competition that there will gradually be evolved the educational system that is adapted to the wants of the country. In the process there will no doubt happen injury to interests which we should like to see conserved. But this is true of the struggle for existence everywhere.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—As a great deal of misapprehension exists on this matter, I have had a statement drawn up showing the present position of the Bachelors of Arts of the University of Madras. The statement must not be taken as complete or even as very accurate, there not having been time to communicate with graduates in cases where more definite information was wanting. But it is sufficiently accurate and complete to enable the Commission to see that the oft-repeated outcry that we are raising up a race of men who cannot find remunerative employment is very far from the truth.

Bachelors of Arts, 31st March 1887.	IN GOVERNMENT SERVICE.												Total.	Occupation unknown.			
	Judicial.	Revenue.	Educational.	Engineering.	Indian Medical Service.	Civil.	Clerks under Rs. 100 per mensem.	Teachers in aided and private schools.	Vocals.	Mechanics.	Missionaries.	In service of Native States.			Of independent means.	Students at Professional Colleges.	
971	118	36	90	4	3	1	90	118	92	4	4	83	35	4	103	706	175

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value

of the education in secondary schools for the requirements of ordinary life?

Ans. 26 & 27.—There can, I think, be little doubt that the attention of teachers and pupils in secondary schools is unduly directed to the Entrance examination of the University, and that this circumstance impairs the practical value of the education received for the requirements of ordinary life. The Entrance examination is the goal for these schools, and the subjects taught in the lower classes are chosen with a view to prepare the pupil in the course of years for the Matriculation class. The University looks upon the Entrance examination not as a test of fitness for the duties of daily life, but as a means of ascertaining whether the candidate has acquired that amount of general information and mental discipline which will enable him to profit from a course of liberal education. I do not think that it would be possible for the University to modify the Matriculation examination so as to make it a test of fitness for the practical pursuits of life; nor, if possible, that it would be desirable.

What we require is (1) a greater variety of educational institutions, and (2) inducements to pupils to attend them. In this country there is nothing like what exists in Western Europe—schools of different kinds, instituted for different ends, and organised and worked on different plans adapted to those different ends. Compared with primary and secondary education in Great Britain, the Indian educational system presents a far greater unity of plan and uniformity of operation. The explanation of this is that in Great Britain public instruction has slowly grown up under the conditions of an indigenous, complex, and many-sided civilisation, whereas here it is a cut-and-dry rigid system imposed on the country once for all from without. In India the development of each institution can take place only along one and the same unbending line marked out for all, and anything like lateral development with a view to meet the special requirements of different districts and different communities is out of the question. Besides a greater variety of schools, it is also very desirable that the curricula of primary, middle, and secondary schools should be so arranged that each curriculum shall form a complete whole as far as it goes, so that, should the pupil not advance beyond a given stage, he shall nevertheless be, as far as he goes, fairly well equipped for the corresponding walk in life.

Even were the means provided there would be much difficulty in inducing pupils to attend schools which did not directly prepare for some one of the public examinations. Heads of institutions, Government and aided, as well as the officers of the Department generally, have contributed not a little to the spread of the opinion, which in Southern India is almost universal, that a public examination is the natural goal of every grade of school instruction. I remember being much struck on my first arrival in India when I discovered that every one of the pupils in our colleges was destined to undergo the ordeal of one of the University examinations. I have often wished to see in my class a few who did not intend to appear for the degree examination; but during my twelve years' experience I have had only one young man who attended my classes solely for the sake of the knowledge and culture he expected to acquire. He is now, I believe, engaged in business on his own account. If the same pains were taken to

hold up to the people the solid advantages of an education adapted to the real wants of daily life, as is taken to keep ever before them the passing of an examination, we might in course of time have an ever-increasing number to whom the latter would appear to be of very minor importance.

One of the most important aids towards the popularising of a really useful and practical education, which would be independent of a public examination test, is the development of the industrial and commercial resources of the country. But, as I have already said, a useful and practical education and industrial and commercial enterprise, being mutually cause and effect, it is useless to attempt by legislative measures to push the one far ahead of the other.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—Last year 3,788 candidates appeared for the Entrance examination of the Madras University. This year the number will probably be 4,000. Though large in itself, this figure forms a very small percentage of the population. In Great Britain, those who enter the Universities form only a small fraction of the educated community; but in Madras, as I have said in the answer to the two preceding questions, it is entirely different, the Entrance examination being the gate through which every fairly educated person passes or tries to pass. That India does not at present demand the same proportion of educated persons as Great Britain is true; but I do not think there is evidence sufficient to support the common allegation of the Anglo-Indian Press, and the general opinion entertained by the majority of Europeans in this country, that the number of those who seek admission to the University is unduly large when compared with the requirements of the country.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and Aided schools?

Ans. 29.—Government stipendiary scholarships are awarded on the results of the Matriculation and First Arts examinations of the University. The rules with regard to these scholarships are given in the *Standing Orders*. The holder of a scholarship may prosecute his studies in any college, Government or aided, in which satisfactory provision is made for his education up to the next higher standard.

The following is a list of stipendiary and free scholarships at present held in the Presidency College, with the districts to which the holders belong:—

	Stipendiary.	Free.
Berhampore	1	...
Kurnool	1	...
Tinnevely	1	1
Mangalore	1	1
Calicut	1	2
Trichinopoly	1	...
Salem	1	...
Madras	4	6
Madura	3	...
Coimbatore	1	...
Chittoor	1	...

Bellary	1	...
Chingleput	1	...
Nellore	1	...
Malabar	...	1
Tanjore	...	1
Mysore	...	1
TOTAL	19	13

The stipendiary scholarships are impartially awarded as between Government and aided institutions. But in the actual working of the system aided institutions appear to enjoy certain advantages. (1) A scholarship-holder who elects to prosecute his studies at the Presidency College has the college fee deducted from the amount of the scholarship; whereas in some aided institutions at least he is admitted as a free scholar. (2) On looking through the records of the Presidency College for the present and last year, I find only a single instance of the transfer of a scholarship or scholarship-holder from an aided institution to the college; whereas the following transfers of scholarships or scholarship-holders from the college to an aided institution have been made during the years mentioned:—

	Scholarships transferred from the Presidency College to the Madras Christian College.	Scholarships transferred from the Madras Christian College to the Presidency College.
1881	4	1
1882	2	...
TOTAL	6	1

It is hard to believe that these migrations are merely the result of chance, and I must infer that there are causes at work which make it easier for a scholarship-holder to pass from the Presidency College to the Madras Christian College than it is for him to pass from the Madras Christian College to the Presidency College.

During the same period, as far as I can make out, no scholarship or scholarship-holder has been transferred from Government institutions to the Presidency College, while one has been transferred from the Presidency College to another Government institution. In addition to these there have been five transfers from the Presidency College, whose destinations I cannot trace.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum has not been devised with a view to train teachers for secondary schools. It is quite true that a young man cannot pass through the University course without acquiring a certain amount of knowledge of the subjects to be taught and the methods of teaching in a secondary school. But it is a fatal mistake to suppose that this is a sufficient equipment for the future schoolmaster. When it is said, as it often is, that a young man who has sat under good professors for four years must have learnt by force of example all that a Normal school can teach as to the methods of instruction and class management, it seems to be forgotten that there is, or ought to be, a wide difference between the methods adopted in a class of school boys and those pursued with young men at college. It is also forgotten that example requires to be supplemented by precept, and both by practice

under the eye of a skilled teacher. I would accordingly advocate the maintenance of Normal schools as an essential part of a sound system of education. And steps should be taken to find out the cause of the apathy that exists in the minds of many managers and heads of schools on the subject of Normal school training.

In this connection I may point out that a very important part of a Normal school course is practically ignored in this Presidency. I refer to the absence of a course of instruction in psychology in its bearing on the teacher's profession. Much is said about giving Normal students some knowledge about the facts and principles of physics, chemistry, agriculture, &c., and about the best methods of teaching these subjects. But a knowledge of the human mind, the development of which is the *alpha* and *omega* of the teacher's work, seems to be considered as of not the slightest moment.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—In my answer to question 62 I have stated what seem to me to be the injurious effects of departmental examinations extending over the whole province and regulating promotions from class to class. I consider that such examinations interfere with the free development of private institutions; and that they tend to check the growth of natural character and ability among pupils of all schools alike. They are, however, alleged to be a necessity for the efficient working of the departmental machinery. If they be a necessity, they must be submitted to; but I cannot shut my eyes to the fact that they interfere with what is of far more importance than smoothly working departmental machinery—with a spontaneous, healthy, and many-sided education, adapted to the endlessly varied wants of the country.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I have no hesitation in saying that the parts of education that can be most effectively taken by other agencies than the State are primary and middle school instruction. I hold with equally firm conviction the obverse proposition that higher education—University education—is not a fit sphere for local enterprise. Primary and middle school education should, as far as possible, adapt itself to the varying wants of different localities, consequently local knowledge and effort can be brought into requisition with the greatest advantage to all concerned. The higher education, on the other hand, is not a matter of local, but of national importance, and should therefore be managed by the nation in its corporate capacity. Local bodies have not yet got that amount of learning and culture which can fit them to conduct the higher education efficiently and wisely. Even in a country like Great Britain, local management of University education, as far as it exists, is very defective. In the Scotch Universities vacancies in certain chairs are filled up by bodies of local constitution, while others are in the gift of the Crown. Now it has been remarked that the chairs at the disposal of a Town Council,

or whatever local body has the patronage, are rarely given to the best men—sectarian bias or local feeling leading the electors to prefer a candidate of third or fourth rate ability, who can pronounce their shibboleths, to one of national eminence, who declines to swear by anymaster. Though the Home Secretary is not altogether free from party bias, his appointments are, speaking generally, much superior to those made locally.

I would therefore strongly advocate the policy of putting the education of the masses as much as possible under the management of local bodies, and of retaining under the more direct control of Government the system of collegiate instruction.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—My answer to this question may be anticipated from my answer to question 16. The withdrawal of Government to a large extent from the direct management of schools and colleges would check the spread of education for many years. As to the effect which it would have upon the growth of a spirit of self-reliance upon local exertions, that will depend on the circumstances of each case. In a town like Kumbakonam, where there is a large population eagerly desirous of instruction, the withdrawal of Government from pre-collegiate instruction has given the people an opportunity of showing how readily they can combine for local purposes. It has also shown that a school teaching up to the Matriculation standard can support itself by fees without a grant-in-aid. In most of the large towns of this Presidency where there is anything like a similar demand for education, not only might Government withdraw from its own pre-collegiate schools, but grants-in-aid might also cease. It was never intended that the grant should enable managers of aided schools to have a profit of several thousand rupees on the year's operations. Yet there were, and I believe are, in this Presidency, institutions in this enviable position.

In the smaller towns and where education is in a backward condition, the withdrawal of Government from the direct management of schools would, I fear, very often prove detrimental to the cause of education, without at the same time calling forth a spirit of self-reliance among the people and willing ability to combine for local purposes.

In the majority of cases in which the question would arise as to whether Government should withdraw from the direct control of a school or college, the body which would take up the work would be some one of the Missionary societies; and we have to consider how such a transfer would affect the growth of a spirit of self-reliance and self-help. The mere transfer of a school from Government, which is not a local body, to the agent of a foreign association, which also is not a local body, must leave the people as they were before, as far as local effort is concerned. But this is not all. A moment's consideration will show that such a transfer would have an effect the opposite of that intended. (1) In the case of a Government school or college, the funds by which it is maintained come all of them from the people themselves, the tax-payers; whereas in the case of a Mission school, a portion, say one-third, comes from the charitable benevolence of people in Europe

or America. Looked at, therefore, from a national point of view, the latter school implies less self-denial on the part of the people than the former. It is said, however, that though the expenditure connected with a Government institution is met by the nation at large, it is very desirable that it should be met to a larger extent by the people of the locality immediately benefited by it. This is one, and a not unimportant, aspect of the question. But a very valuable lesson is taught by the fact that the funds are not contributed locally—the lesson, to wit, that the different sections of the community together constitute one body corporate: a social organism, in which the good of the whole and the good of the different parts are identical. (2) Moreover, the custom being for Government schools to charge a higher fee than Missionary institutions, from a local point of view the latter call forth less self-denial than the former. (3) Education in Mission schools is to a certain extent eleemosynary from its very nature, and to that extent it must tend to weaken rather than to strengthen self-reliance and local effort. The transfer, therefore, of a Government institution to any one of the Missionary bodies either leaves the stimulus to local exertion and self-reliance exactly as it was before, or tends to weaken that stimulus. This view of the matter I conceive to be of the utmost importance, as there seems to be a confused notion in the minds of many that somehow or other the self-denying labours of Western Missionaries are the same thing as self-denial and local effort on the part of the children of the soil. Were it proposed that the charity of Western Europe and America should contribute say one-third of the cost of the judicial, the economical, or the political administration of this country, there would soon be an outcry against a course which would sap the foundations of national character. Now I see no reason to suppose that foreign charity can in the same circumstance both destroy and cherish a spirit of self-reliance and self-help.

We hear it often reiterated that Government schools and colleges are only temporary, and were never intended to be anything more. But it seems to be forgotten that the same may be said with much greater truth of Missionary institutions. Missionary schools and colleges can be nothing more than a temporary phase in the history of public instruction in this country. This is due partly to their want of durability, arising from the fluctuating opinion and sentiments of the charitable persons who support missions; but principally to the circumstance that they are not an organic part of the life of the nation.

I must not be understood to advocate the withdrawal of aid and encouragement from Mission schools. The task of educating the people of this country is so gigantic that assistance should be welcomed from every quarter. The living exemplification, throughout the length and breadth of the land, of that spirit of active benevolence which inspires Christian Missionary effort, is also, in my opinion, of the utmost value to India as an educational agent. And in so far as a claim for public support in future can be advanced on the ground of past success, the case in favour of the Missionary Societies is of the strongest possible description. So long, therefore, as Missionaries are willing to engage in this important work and the people are willing to receive instruction from them, they deserve, and I am convinced they will continue to receive, the warm and active support of Govern-

ment. What I wish to see removed is that confounding of two totally distinct aims, which is prevalent among both official and non-official Europeans. The establishment of an efficient system of public instruction being the ultimate end, our educational administrators aim at doing this (1) as economically as possible, and (2) in such a way as to foster a spirit of self-reliance and self-help among the people. These two subordinate ends are quite distinct, and yet are they not constantly confounded? Is it not continually taken for granted that when economy of State funds has been secured by the transfer of a Government school to a Grant-in-aid Mission school, we are also promoting the other end we have in view, to wit, the fostering of a spirit of self-help in the community? Suppose Government were to give up all attempts to make the people more self-reliant, and to seek only to secure the highest economy consistent with efficiency; in such a case, as far as the public purse is concerned, it would be a matter of indifference whether the grant-in-aid were given to a Mission school or to a school under Native management. Suppose, on the other hand, that, instead of economy, the growth of self-reliance and indigenous effort is the end sought, the grant-in-aid must be given only to schools under Native management, a Mission school being the least adapted of all to promote that end. The educational policy of Government ought to be conducted upon a clear and intelligent view of the difference between those two ends, and of the different relations in which Government institutions, aided Missionary institutions, and aided Native institutions stand to those ends respectively.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—The withdrawal of Government from the direct management of schools and colleges would tend to lower the standard in Southern India. This may not be a very modest statement for a Government educational officer to make, but it is what the teachings of the past lead me to anticipate. As far back as my experience goes, it has been a ceaseless effort on the part of the officers of the Department to prevent the standard from being lowered. This has been more particularly the case with regard to the scientific parts of our curricula, as contrasted with the literary.

This is precisely what we might expect in the circumstances. While all teachers, Government and non-Government, are, I trust and believe, equally anxious to do the very best for their pupils, the professors in Government colleges, secure in their position, have not the same temptations as those in aided institutions to strive after the popularity which accrues from a large number of passes in the University examinations. Moreover, taking them as a whole, the managers of aided colleges cannot command men of the same learning and ability as Government can.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—The position of moral instruction in a scheme of education is one of those vexed

questions which press for answer, but in regard to which there is great want of unanimity among educationists. In this, as in the case of many other practical questions, difference of opinion with respect to the means by which the end is to be attained is very frequently interpreted as difference of opinion with regard to the desirability of the end itself. But it may safely be affirmed that there is one and only one opinion among educationists as to the desirability of the end; the education which cultivates the intellect, while leaving the moral nature a barren waste, being admitted on all hands to be only half culture.

It is solely on the point of what is the best method to pursue in training the moral nature that divergencies arise among those engaged or interested in the education of the young. There are those who advocate definite and systematic teaching of the principles of morality as a branch of knowledge in the same way as other branches of the school curriculum are dealt with. I have some difficulty in forming a clear notion of what is really meant by this proposal. But, if I understand it aright, I see endless difficulties in carrying it out, and even were these surmounted, I doubt whether the result would be as successful as its advocates anticipate. If morality is to be definitely and systematically taught like any other branch of knowledge, the teachers must themselves be definitely and systematically trained in the knowledge and application of moral principles; if they are not so trained and their teaching is to depend on the moral knowledge which every fairly educated man is supposed to possess, that is tantamount to saying that the moral teaching is not, and needs not be, systematic.

A suitable text-book is also a desideratum if morality is to take a co-ordinate place with other branches of knowledge in a school curriculum. Suggestions have been made in various quarters as to the preparation of such a moral text-book. I am afraid that those who have set such a task before them will not find it a light one. The proposal to prepare a systematic text-book of morality, so simple as to be intelligible to the capacities of school-going youth, and so catholic as to commend itself to the minds of all connected with education, appears to me utopian. But the form which such a book would probably take would be that of a sort of moral anthology, in which moral maxims and moral examples, culled from all available sources, would be brought together so as to form a Moral Reader. Such a book would doubtless be very valuable and interesting in its way, but I am afraid it would not produce a homogeneous impression on the youthful mind. This moral kaleidoscope would be apt to leave in the mind a shifting phantasmagoria of virtues and vices, of duties and obligations, which would be of small service in the affairs of life.

We must also be prepared to face another consequence of the introduction of a moral text-book, whether in the form of a systematic treatise or in that of a moral anthology. No sooner will morality have been taken up definitely and systematically as a constituent part of our school curriculum, than a place will have to be made for it in our scheme of examination. Now if the examination be on the theory of morality merely, the end for which definite and systematic instruction in morality is sought will not be obtained. For a theoretical knowledge of ethics has neither less nor more value than theoretical knowledge of any other kind.

If the examination be on practical morality, a genius will have to arise to teach us how moral character is to be valued by percentages of marks without the life and soul of it vanishing completely. It is difficult enough to estimate the growth of intellectual acquirements by written examinations, to value moral acquirements by the same means is impossible. It has long been a truism among educationists that when the best has been said in favour of public examinations, it must still be admitted that they fail completely to touch those subtler effects of school life—the development of the moral and spiritual elements of character. Of this, however, we may rest assured, that if moral training becomes a definite and distinct portion of the school curriculum, a demand will arise to subject it to the ordeal of a public, it may be of a competitive, examination.

The advocates of a definite and systematic treatment of morality being made a distinct part of the school curriculum seem to forget how the moral character of the young is developed. Moral character is the confirmed habit of moral action, and its growth in the young of a school-going age is quite consistent with ignorance of the principles on which moral action proceeds. Moreover, the introduction of a young man, towards the close of his University career, to the study of the theory of ethics is often accompanied by effects the very opposite of what are anticipated. Principles which from his earliest years he has been uniformly taught to obey and which consequently have come to be a second nature, he now for the first time in his life sees subjected to the same rigid scrutiny as any of the laws of the material world. Rules of conduct which he has always regarded as self-evident, necessary, and universal, he now sees canvassed, questioned, it may be in the end rejected. This new experience has for a time anything but a steadying effect. Some come out of the ordeal like gold tried in the fire; others attain to the certainty of moral conviction only after a period of anxious doubt; while others, less fortunate, never recover their early faith in the sacredness of duty.

I am firmly convinced that the attempt to teach morality like any other branch of knowledge as a part of a school curriculum will not prove successful in the way which its advocates anticipate. I would recommend that morality be taught in school in the way in which it is taught at home and in the social life of the young. In the life of every child and young person there are ample opportunities of inculcating all the fundamental duties as they actually arise in daily life. This is not the place to enumerate the various means adopted by parents and guardians to form and foster the character of those committed to their care. Suffice it to say that, along with precept and example harmoniously combined, there go active checking of wayward tendencies as they actually arise and willing assistance rendered in helping to overcome the difficulties that at first beset the path of duty. It is to the daily actual exercise of the virtues, to the actual performance of concrete duties, that we look, and must look, as the chief means of forming moral character. To this daily practice in duty, example, precept, and theoretical knowledge are only auxiliaries.

It is, therefore, to the actual exercise of the virtues and the actual performance of duties, that I would look for the formation of moral habits. And I maintain that this can be done as efficiently

by means of any ordinary school curriculum as it could be after the introduction of the systematic teaching of morality as part of the school course, with the addition of moral text-books and moral competitive examinations. The teacher who cannot, within the ordinary school life, find the means and the opportunity of developing the moral character of his pupils, may rest assured that he has mistaken his profession.

An opinion is abroad that facilities for moral training exist in aided, and especially in Mission, schools, which do not exist in Government schools—that in fact the cultivation of the moral nature is and must be excluded from the latter, and remains the peculiar monopoly of the former. To the epithet “godless,” so freely and indiscriminately applied to Government institutions, many people add as a necessary corollary the epithet “immoral.” But, in my answer to question 60, I have endeavoured to show that the really vital part of religion is no more excluded from Government schools and colleges than from those managed by the different theological sects. Whether or not the religious nature of the young be properly unfolded in Government establishments, depends principally on the qualifications of the teachers; and who will deny that the same is not the case in Mission schools? Consequently it may, and I believe often does, happen that pure and undefiled religion is in a healthier condition in the former than in the latter.

But what I am here concerned with is not to adjust the comparative merits of the two classes of schools, but to defend Government schools and colleges against a charge bred of ignorant prejudice and fostered by sectarian animosity. And if on this subject I speak strongly, it is because I feel strongly. To try to gloss over a matter of such moment with soft plausibilities and smoothly turned phrases would be to neglect a plain duty I owe to the Government which I serve, and to the people of this country whose welfare I am paid to promote. Now I cannot conceive it to be for the best interests of the people of India that they should be dragged into that melee of theological asperities and religious animosities characteristic of European ecclesiasticism; and that too at a time when theological dogmatism and sectarian bitterness are gradually dying out in the West. To casual observers it may appear as if no such danger threatened India; but any one who looks below the surface must see that the different sects of Missionaries, with one or two remarkable exceptions, while seemingly united in their opposition to a so-called system of secular education, are secretly consumed with mutual jealousies, which require only the abolition of Government schools and colleges to burst into flame.

The allegations that Government institutions are forbidden to cultivate the religious nature of the young, and that as a consequence they cannot and do not develop the moral nature, I look upon as misleading and mischievous. To show that the latter allegation is untrue, I have to appeal to the *Standing Orders* of the Educational Department of this Presidency, which are binding on almost all Government schools. In the *Standing Orders* moral training is distinctly laid down as a matter demanding the earnest attention of the teacher. Now, putting aside the supposition that this subject has been introduced by the Director merely for the purpose of making a show of virtue which the Government system does not and

cannot possess, there remain two alternative hypotheses: either that the teachers willfully treat this provision of the *Standing Orders* as a dead letter, or that there are difficulties in the way of carrying it out in a Government school which do not exist in a Mission or aided school. The former alternative, though not unfrequently thrust in a sneering way in the face of the officers of the Department, does not deserve a moment's serious consideration. The latter alternative, being the one adopted by many highly estimable people, Native as well as European, is worthy of careful enquiry. The obstacle which is supposed to stand in the way of moral training in Government schools is the absence of religious teaching. That the educational officers of the State should be debarred from teaching religion appears a sufficiently bad state of affairs; but that they should, as a consequence, be prevented from inculcating the truths of morality, if not worse in the abstract, appears to be more dangerous on account of the important practical consequences. For this latter disability, if it did exist, would imperil the whole fabric of society; and in that light it is viewed with grave anxiety by many thoughtful Natives of this country, Hindus and Muhammadans alike. To relieve such anxiety I repeat, firstly, that the aspect of religion which bears upon morality is no more excluded from Government schools and colleges than from any other; and secondly, even if religion were excluded, opportunity and scope would still remain for the teacher to develop the moral character of his pupils. Nobody worth listening to will now-a-days contend that the fundamental principles of ethics rest on the theological dogmas peculiar to any particular sect. The best moralists of all ages and creeds have held that morality does not rest on any dogmatic theological basis whatever. So that, in being debarred from inculcating any theological creed, Government educational officers are merely prevented from teaching something which is not essential to morality. It is the emotional element in religion which comes into close relation with moral action. A virtuous life implies an habitual impulse or motive to do right and abstain from wrong. This impulse or motive is made up of feelings of various kinds. In fact, there is no emotion of the human breast which may not become a minister of good. Here we have the true answer to the question—in what relation does morality stand to religion? Religion (meaning by that term not the body of theological beliefs, but the aggregate of feelings called up when we contemplate the Deity and our relation to Him) is one of the most powerful among the diverse motives of human conduct. And, as I have endeavoured to show, there is nothing in the constitution of Government colleges and schools to hinder the teacher from fostering the growth of genuine religious feeling in his pupils, and nothing, therefore, to prevent his appealing to those religious feelings as one of the sanctions of moral conduct. Whether this be done or not depends, as I have said, on the personal character of the teacher: and this is as true of Mission institutions as of Government schools. Nor must it be forgotten how large a part of morality is concerned with the relations of man to his fellow-men. I have spoken of the religious feelings as constituting only one of the sanctions of morality; for we must not ignore the efficacy of other feelings as motives to right conduct. Among those other feelings are to

be reckoned those which regard self and those which regard our fellow-men. So that, even were he precluded from appealing to the religious feelings of the young, the teacher in a Government institution would still have the wide field of personal and social interests to work in, and who will say that to work this field thoroughly and well is not arduous enough to tax the energies of the best of men, and efficacious enough to train up a nation of wise and good citizens? Fortunately, however, Government educational officers have the same commission as others, namely, to train the moral nature by appealing to every feeling of the human heart, to the religious feelings no less than to the personal and social. To prove that they have not been altogether unsuccessful in the performance of their task, I appeal to the most convincing of evidence—to the stainless and upright lives of the many men all over India who have been trained in Government institutions, and who, as respects moral character, need not fear comparison with the educated classes of any country.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—At the beginning of last year an association, at present under the presidency of the Director of Public Instruction, was formed for the purpose of promoting a love for gymnastic exercises and field sports. A central gymnasium has been opened in the People's Park in this city, where a qualified instructor gives lessons in gymnastics. A Normal class has also been opened for the training of gymnastic teachers for schools throughout the Presidency. Grants-in-aid are given for the construction of apparatus. In very many schools and colleges, Government and aided, gymnastic exercises form a regular part of the course, and games, such as cricket, badminton, and tennis, are rapidly growing in popularity.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I cannot at present recollect any instance in which a Government school has been set up in a locality where there already existed a school capable by means of a grant-in-aid of supplying the educational wants of the people. But I know of numerous cases in which Government schools have been closed or transferred to private agencies: not, however, to the private agencies contemplated by the Despatch of 1854,—committees of Native gentlemen,—but to Missionary bodies. The school attached to the Kumbakonam College is the only instance I can think of where the work has been handed over to local native enterprise. Speaking from an educational point of view, I cannot say that the transfers have always been attended with the best results.

The instances which the opponents of Government schools in this part of the country lay stress upon, as cases in which Government institutions have been set up in localities where private schools already existed capable by means of grants-in-aid of supplying the educational wants of the people, are, I believe, the High schools which the late Director of Public Instruction, Colonel Macdonald, raised to the rank of second grade colleges. I shall take one of the most frequently quoted of these cases—the Zilla School at Salem. The

Manager of the London Mission School at that station offered to supply the whole educational wants of the place even without a grant-in-aid, if only the Government school were closed. Colonel Macdonald's refusal to accept such a generous offer will appear at first sight to have been both shortsighted and opposed to the Despatch of 1854. But what are the facts? Was the past career of the London Mission School such as to give promise of its doing all that the Manager was prepared to undertake? I believe not. What guarantee was there that the Missionary who might at any time succeed the then incumbent would have the same interest in educational as compared with purely Missionary work? None whatever. What evidence was there that the authorities of the London Missionary Society in England entertained the same views as their Agent at Salem with respect to high education as a field for Missionary enterprise? To this last question I am able to give an answer. I happened, in the summer of 1879, to meet the Secretary of the London Missionary Society, who was on deputation in Scotland, and in the course of conversation I mentioned the case of Salem, and the desire to raise the status of the Society's school, which led on to the question whether lower or higher education was the proper sphere of Mission labour. "We," he said, referring to the Board in London, "are aware that some of our Indian Missionaries are in favour of engaging in the higher education, but that is not our policy." Had Colonel Macdonald accepted the offer of the Agent of the London Missionary Society at Salem, and abolished the Government school, he would in all probability have had to retrace his steps before long and re-establish it, with loss of time, of efficiency, and of money. To overthrow a work which has been the growth of a generation is easy; to restore it, when overthrown, to its former condition is difficult and not unfrequently impossible. And when persons allege that the Despatch of 1854 has been violated because the Head of the Educational Department declines to close a Government school at the request of anyone who may chance to be stationed in the locality for a few years and who has no authority to speak for any body but himself, I can only say that their reading of the Despatch is different from mine.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—I have some difficulty in answering this question, not knowing how much is included in the phrase "officers of the Education Department." Graded officers who are professors, being exclusively engaged in the higher education, would grossly neglect their duty were they not to make that the special object of their solicitude. As for graded officers who are Inspectors, I am not aware that there is the least ground to suppose that they take exclusive interest in higher education.

With respect to the general body of educational officers, I believe that, like honest men in other walks of life, they act on the principle that the class of instruction which Government has appointed them to teach and for the furthering of whose interests they are paid, demands their first and chief care. If the latter part of the question has reference to the advisability of bringing

gentlemen from England, who have had practical training in the art of teaching and school management, to fill posts in the non-graded service, I have to say that it would not be advisable. The Department, as at present organised, does not hold out prospects attractive enough to secure the best men. If Government would consent to fill up the ranks of the inspectorate with men from England possessing the qualifications indicated, I have no doubt that it would tend to introduce better methods into our schools. The difficulty would be to find gentlemen with the desired qualifications at the comparatively early age when Europeans begin an Indian career.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil teachers or monitors is not, as far as I am aware, in force in any part of this Presidency. To introduce it would, I am convinced, be a retrograde step. It has now been tried in Great Britain and found wanting. If the blind leads the blind, both fall into the ditch. When the immature mind of the pupil teacher is set to work to mould the still more immature mind of the pupil, the operation must be as injurious to the former as it is useless or worse than useless to the latter. It might have been inferred from the very nature of the case that such a system could not succeed. Educationists may now rest satisfied that this *a priori* presumption against the pupil teacher system has been amply verified by experience.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—Throughout the different grades of schools there is a tendency to raise an institution from a lower to a higher grade unnecessarily and prematurely. It is an incident of human nature to seek to rise in the social scale, and when means are at hand and the time is fitly chosen, only good ensues. This premature scholastic ambition is complained of at the present day by educationists in Great Britain and the United States. In France and Germany the evil hardly exists, as far as I am aware. In this Presidency the consequences of raising the status of a school prematurely are usually, first, that the higher subjects, which it is the ambition of the Manager or head master to teach are ill taught; second, a marked deterioration takes place in the instruction imparted to the lower classes, the best energies of the staff being now turned towards the higher classes; third, if persevered in, this course soon reduces what may have formerly been a flourishing institution, though of humble pretensions, to a condition in which pretentiousness and efficiency are in inverse proportion. Even in the case of a school situated in a district in which there was a real necessity for an institution of a higher class, it would not always follow that it would be a wise step to urge on its development. But it not unfrequently happens that the efforts to raise the status of a school are stimulated and directed by the ambition of the Manager or masters, to the complete exclusion of any consideration of the genuine wants of the community. In such cases we have the spectacle of the interests of a community, which really wishes to have its children thoroughly grounded in the elements of knowledge, sacrificed

for the sake of imparting to a few boys a smattering of more showy acquirements.

As to how the evil is to be checked opinions will differ. In France and Germany the practical non-existence of the evil is doubtless due to the rigid State control. In the case of Government schools in this country the remedy is in the hands of the Director of Public Instruction, who ought also to be able to check the premature development of aided schools. But any form of restraint, depending on the views of the head of a department, can be regarded only as a temporary expedient; and we must look for a radical cure to the spread of a more intelligent opinion among the people. Were the inhabitants of a district made to understand that a primary school efficiently conducted was of greater benefit to them than a secondary school badly conducted, this would be the best check of all on the ambitious tendencies of Managers and teachers. As to these latter, they must be convinced by an appeal to experience that the premature raising of the status of their school is as prejudicial to their own reputation and emoluments as it is injurious to the pupils.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—In this Presidency Muhammadan pupils pay only half fees. In the peculiar circumstances of this community, the difference must, I suppose, be accepted as a temporary expedient. But as a general rule, I am opposed to the principle that the rate of fee should vary with the means of the parents or guardians of the pupils. It would be impossible to work a rule of this kind in any thing like an equitable manner, and it would be injurious to the self-respect of those who benefited by it. It would also increase what is, rightly or wrongly, looked upon by many of those in power as an evil—namely, the tendency to impart to such youths an education unsuitable to the position in life to which by their circumstances they appear to be destined. At the same time, it would be hard to deprive a poor youth of “pregnant parts” of the opportunity of getting a higher education than falls to the lot of the majority of youths of the social grade to which he belongs. This opportunity might be afforded by means of scholarships judiciously awarded so as to help on deserving boys who would otherwise be unable to carry their education further.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—In certain localities the demand for education up to the Matriculation standard has reached a stage which makes the teaching profession remunerative without any aid from Government. The school department of the Government college at Kumbakonam was, I believe, actually costing Government nothing. There are now in Kumbakonam several High schools not receiving any grant-in-aid. It is probable that in most of the larger towns a school teaching up to the Matriculation standard would be self-supporting. It must be clearly understood that this would not hold good of colleges, which are not, and never can be, supported entirely by fees.

Ques. 55.—What do you consider to be the maximum number of pupils that can be efficiently

taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 55.—In a school a class ought not, I think, to exceed 50, and in the lower standards it should be much less. In college classes the number that can be efficiently taught depends on so many considerations that I am not prepared to lay down any figure as the maximum. Much depends on the method of teaching adopted. If the tutorial method be followed, the number must be much smaller than if the professorial or lecture method be pursued. Which of these two methods will in point of fact be adopted will depend to some extent on the degree of preparation with which pupils enter on the work of the class, but to a greater extent on the subject-matter which is taught. English teaching, for example, as carried out in this Presidency, does not readily adapt itself to the lecture system. The amount of paper work must also be taken account of in estimating the number of pupils which one teacher can do justice to. Nor can we overlook the situation of the building, the general arrangement, and the acoustic properties of the class rooms, all of which limit the range of the human voice. The close proximity of the Presidency College to the Madras surf considerably reduces the number which can be efficiently taught in one class.

The appointment of assistants would enable a professor to manage much larger classes; the assistant dwelling the class in the more elementary portions of the subject and, under the superintendence of the professor, doing the main portion of the paper work. We have not yet in Southern India realised what the proper function of an assistant is. Usually the professor and his assistant do exactly the same kind of work, each taking the whole class in certain text-books. In this way the presumed superior qualifications of the professor count for less than they should. Sometimes a large class is divided into two sections which are henceforth worked independently of one another. In the higher subjects of a college course this has always seemed to me a waste of power.

Ques. 56.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 56.—The payment of fees by the term instead of monthly is a change which I have advocated for many years. I would not introduce the change into schools. With respect to colleges, however, I am inclined to think that the time has come when, say, quarterly payments, might be insisted on. Many institutions suffer financially by the present system of monthly payments; the classes about to proceed to examination in December or January frequently disappearing altogether towards the end of September or October. In my capacity of Registrar of the University, I not unfrequently receive letters from Managers of institutions pointing out the serious loss they sustain in having to pay the salaries of the masters of the Matriculation class for two or three months in the year, during which not an anna is collected in the shape of fees; and urging the University, before admitting candidates to examination, to insist on their producing evidence that all fees had been paid up to date. Were fees paid by the quarter or session, not only would this unsatisfactory state of things be remedied, if not entirely removed, but it would have a steady effect on both parents and pupils. It would go a long way towards checking an evil which is in itself happily decreasing: that of pupils shifting capriciously from one institution

to another after a few weeks' or months' trial. It would, moreover, inculcate on parents the important lesson that the maintenance of the school or college in which their children are educated is a charge which they cannot ignore for several months in the year. In the Presidency College (and the same is the case, I believe, in all Government institutions), a pupil who may have absented himself for a month or two at the end of the year is not re-admitted in January until he has paid the whole of the arrears of fee. I do not know to what extent such a rule is followed in aided and private institutions. Were payments made by the term, there would be few occasions on which claims would have to be made for payment of arrears.

As against payment of fees by the term instead of by the month, a great deal has been made of the alleged poverty of the bulk of our pupils. This difficulty has to my mind been greatly exaggerated. That it is not insuperable is clear from the fact that at the Medical College and in the Law class of the Presidency College, the fees are paid at the beginning of the term. The reason why a similar plan has not been adopted in Arts colleges is one which explains other anomalies as well, namely, that our Arts colleges have all developed gradually out of schools, the traditions and modes of procedure of which remain long after their insuitability to the higher academic life has become apparent.

I am decidedly of opinion, then, that the time has now come to institute payment of fees by the term, instead of by the month, in all college classes. But in order that such an arrangement should succeed, it is necessary that it should be rigidly enforced by all colleges, Government and aided, without exception.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—This question I would answer by a decided negative. It is incomprehensible to me how any one could answer it in the affirmative, and yet the very fact of such a question having been framed shows that, in the opinion of some, the principle of religious neutrality strictly interpreted requires Government to withdraw from the direct management of colleges and schools. I cannot picture to my mind the process of reasoning which leads to such a conclusion. Surely nobody of intelligence in the present day thinks that the dogmatic inculcation of a set of theological tenets is an essential part of a college or school education. If there are any such, I can only remind them that the current of modern opinion is against them.

Very erroneous views prevail with respect to the attitude of Government schools and colleges to the subject of religion. And the use of the word “secular” in antithesis to “religious” has helped to perpetuate the confusion. Amidst the variety of creeds in this country Government has had to decide between two courses—the concurrent teaching of all, or the abstention from teaching any. It has wisely followed the latter course—the course adopted with growing unanimity by all civilised Governments. For it is erroneous to speak as if the Government of India alone had been compelled by a cruel necessity to adopt an attitude of religious neutrality in marked contrast to the course pursued by all other modern Govern-

ments: the fact being that the Indian Government has been, by force of circumstances, merely one of the pioneers in a movement which spreads year by year, and which will in the not distant future embrace the whole civilised world. But in abstaining from teaching any or all of the creeds professed by the pupils in its colleges and schools, Government has not laid an embargo on teachers preventing them from calling forth and moulding the religious feelings of their pupils, and developing them into operative principles of character and conduct. The body of intellectual conceptions and judgments which we call a theological creed has doubtless an important function in serving as a sort of frame-work for the religious life, but it is not that life itself. And I have yet to learn that any Government, when driven by the logic of facts to abandon all attempt to inculcate a theological creed, has thereby forfeited the privilege and the power of fostering through the teachers in its schools the genuine religious life and character of the rising generation. Whether this noble work is performed or neglected depends, I earnestly maintain, not on the school being a Government, or a Missionary, or a native institution, but solely and entirely on the personal character of the teachers. ‘As many men as many minds,’ though true of the theological tenets, is not true of the religious feelings; and the teacher, in tending and nurturing the catholic religious feelings of his pupils, must (until that time comes when all men shall see eye to eye) allow them to set their religious emotions in the intellectual frame-work which birth and circumstances, or conviction, have led them to adopt.

To me it is clear that the really valuable and vital part of the religion is no more excluded from Government schools and colleges than it is from aided Missionary colleges. This is borne out, as I have already said, by the character of the men educated in the State colleges. By their fruits ye shall know them. I would not have the least hesitation in submitting the work of the Government colleges during the last 25 or 30 years to this scriptural test.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—The institution of University professorship would no doubt improve the quality of high education. This question was taken up twelve or thirteen years ago by Lord Napier, who wrote an able Minute on the subject. Want of funds was, I believe, the only reason why the scheme was not carried out.

Were University professors appointed they might devote themselves to carrying on those more advanced students who might wish to graduate with honours or to proceed to the Master of Arts. A real weakness in our educational system at present is that while the University examines up to the Master of Arts, not one of our colleges teaches up to that standard.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I regard with much apprehension the policy which makes promotions from class to class in a school depend on the results of public exami-

nations extending over a whole province. I am not oblivious to the statistical value of public examinations, nor to the evils that may arise if promotions are left entirely to the Managers and teachers themselves. When all schools under the inspection submit their pupils to the same public examination, the working of the Department must be greatly simplified. I can easily understand how readily such a course commends itself to those engaged in the direction and inspection of education. It is, moreover, desirable that, where public money is to be distributed, something should be done to establish a uniform standard of excellence. Again, if promotions are left to the school authorities themselves, there is a danger of ill-grounded pupils being pushed forward more rapidly than they deserve. But, in the case of a school working up to the Matriculation standard, this too rapid promotion is sure in the end to meet with its own reward. The most careless of head masters must look forward to the time when the work of years will have to be submitted to the searching test of the University examinations.

One of the chief objections to extending the system of public examinations downwards to the earlier years of school-life is the strain it puts on the physique of pupils. To young men and women whose bodies and minds are approaching maturity public examinations are a sufficiently trying ordeal. But when applied to little boys and girls, they come to be a refined species of torture, which cannot fail in many cases to sow the seeds of future disorder to brain, or heart, or digestion.

Among the school-going classes of this country the idea is already far too prevalent that public examinations constitute education. The tests of knowledge are looked upon as of far more moment than knowledge itself. If he is to advance to higher instruction, the pupil must some time or other be brought in contact with the stimulus of public examinations; but it seems to me very desirable that in early years this stimulus should be kept in the background as much as possible, and that the youthful mind should be familiarised betimes with the idea that knowledge is valuable for its own sake. Dr. Wiese's description of the state of things in England is equally true of India. "In England," he says, "attention is almost exclusively directed to the demonstrable final result. From time to time something like an alarm bell sounds throughout the country: come and be examined! And they come, boys and girls, young and old, having crammed into themselves as much knowledge as they could. How they have acquired what they know is never asked, nor are they shown what is the best method, and yet what work could after all be more worthy of a University than to point this out?"

Another bad effect, which I will merely mention, is the disorganisation which the great public examinations introduce into our schools. How incompatible this is with steady and efficient work every teacher knows.

Not the least important result of making promotions from class to class depend on public examinations extending over the entire province, is the tendency to create too great uniformity in instruction. The success in life both of teachers and pupils being made to depend on success in these examinations, it can hardly be expected that subjects extraneous to the examination test will be studied. In fact, the majority of pupils have so keen an eye to the main chance, that teachers, even

when they have the will to conduct their pupils to outlying pastures, generally find it impossible to do so. There is nothing our students like better than to have the subject of examination prescribed in terms of so many pages of such and such a book, and outside this field they will neither be coaxed nor driven.

While, therefore, I admit that the regulation of school promotions from class to class by the results of public examinations helps to make the departmental machine work more smoothly, and conduces to the more equitable distribution of the funds disbursed by the State, I at the same time cannot help feeling that we are thereby in danger of sacrificing the great end of education for the sake of educational appliances.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—In the town of Madras there is, I believe, a written agreement amongst the majority of heads of schools, whereby a pupil leaving a school is not admitted to another without a letter from the head master of the school he has quitted, showing that he has left in a proper manner. I am disposed to put as few restrictions as possible on the movements of pupils from school to school. Of course no head master, with any regard for his school, will admit a pupil from another institution without enquiry as to his conduct and qualifications. But the less the pupil feels himself hedged in by a system of rules, devised by a guild of school-masters and in the making of which neither he nor his parents have had any voice, the more will he learn to see that his position depends on his own conduct and qualifications. In the case of young men attending our colleges, and who may be presumed to have arrived at years of discretion, I conceive it to be of the utmost importance that they should in matters of this kind be left as much as possible to their own judgment and responsibility.

There used to be an arrangement between Mr. E. Thompson, the Principal of the Presidency College, and the Rev. W. Miller, the Principal of the Madras Christian College, according to which pupils from either institution were not admitted to the other without a letter from the Principal of the college they had left. But Mr. Thompson withdrew from the agreement some time ago, as it was not found to work satisfactorily. My own method, as Acting Principal of the College, is to give a student on leaving the certificate of attendance required by the University, which he carries with him as evidence that he has left in an honourable manner.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I think it not merely desirable but essential to the stability and progress of a national system of education in India that Government should retain a certain number of colleges under its direct management. How many should be thus retained will depend on the circumstances of every province. At present the Madras Govern-

ment has three first grade colleges—the Presidency, Kumbakonam, and Rajahmundry Colleges. Each of these, from its peculiar circumstances, performs, and will continue for many years to perform, a function in the educational work of this Presidency which cannot with safety be entrusted to other hands. I am aware that in certain quarters the opinion has been publicly expressed that the Presidency College is the one which ought first to be abolished. Were this step taken by Government, I have not the least doubt that the secret springs of the recent educational agitation in this part of the country would be removed, and its hollow, selfish, and unprincipled character exposed. But, in that case, what about the theory that it is desirable to maintain a Government college as a model? Should the model college be situated in an out-of-the-way corner of the land, where both the requisite appliances for carrying on work in the highest state of efficiency and the pupils who are to benefit by the instruction are difficult to procure, or should it be planted in the capital city of the Presidency, at the head-quarters of the educational activity of the country?

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—European professors are necessary, or very desirable, in English language and literature, in the Physical and natural sciences, and (though to a less extent) in the Mental and Moral sciences and in History. In the departments of Mathematics and Natural Philosophy and Deductive Logic there is hardly any difficulty in securing able and thoroughly competent Native professors. I could also name a few of my Native friends in the Educational Department to whom I would have no hesitation in entrusting the teaching of the English language and literature as well as the Mental and Moral Sciences. My opening remark must be taken as of general application only.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—The managers of Native colleges are fully alive to the benefit of having European professors, the opinion being wide-spread that pupils taught by a European stand a better chance of passing the English language part of the examination. But, with one or two exceptions, the colleges under Native management in this Presidency are not sufficiently prominent or wealthy to attract Europeans. I omit, of course, the colleges of Travancore and Mysore, because, though under Native management, they are Government colleges.

Cross-examination of DR. D. DUNCAN.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In the statistics given in Answer 5, the class of private students may include a good many who previously studied in a college or school. If so, the figures for private students proper must be even more unsatisfactory. Is that so?

A. 1.—Yes. Very much more unsatisfactory.

Q. 2.—In answer 15 you say there have been instances of the closure or transfer of Government institutions in favour of Missionary bodies. Do you refer among others to the closure of Government schools at Ellore, Trivellore, and Tindivanam? Do you know whether the inhabitants

Ques. 67.—Are the circumstances of any class of the population in your province (e.g., the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—The poverty and apathy of the Muhammadan population in this Presidency have induced Government to extend to them exceptional treatment. But I think it should be clearly understood that the continuance of the more favourable terms will depend on the advantage taken of them, and that they are at most only of a temporary nature. No class of the community can cherish self-respect if it continues to be treated as a pauper class.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—This is entirely a question of political expediency. In a fairly enlightened community Government might safely withdraw, leaving the people themselves to settle between the alternatives of sacrificing their religious scruples to their desire for learning, or of giving up the acquisition of knowledge for religion's sake, or lastly, of bestirring themselves to organise a local system of education in consonance with their religious ideas. But I can easily conceive an Indian community so situated that it would be both impolitic and unjust to close the Government school if the people objected to attend the only alternative institution on the ground of its religious teaching. No general rule can be laid down as to what a Government would be justified in doing or not doing in circumstances so diverse and complicated as would actually arise.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—There is nothing to prevent schools and colleges under Native management from competing successfully with corresponding institutions under European management, provided that the former can secure an efficient staff of teachers. But as institutions of the latter class are more likely than those of the former class to secure the services of Europeans, this circumstance will, as long as the present belief prevails among pupils in the superiority of the English language teaching of Europeans, give a certain advantage to schools and colleges under European management.

of those places had any objection to the Government schools being closed?

A. 2.—Yes. Such schools as those. I am not prepared to answer the question whether the inhabitants had any objection. My impression is that objection was raised in Ellore.

Q. 3.—As against your statement in answer 16 that nothing but the glamour of false sentiment prevents people from seeing that a system of education largely supported by foreign charity must have a pauperising tendency, may it not be said that a system largely supported by the State may have the same pauperising tendency?

A. 3.—I have fully discussed this point in my answer to question 37. I do not see how the

expenditure of State funds on education can have this pauperising effect.

Q. 4.—Is the proportion of the cost of education borne by the people of the country greater in Government or in aided institutions?

A. 4.—Certainly greater in Government institutions.

Q. 5.—In Answer 21 you advocate the equalising of school fees in Government and aided institutions if they are found to be almost equally efficient. Those who uphold a difference in the rates of fees mainly rely on the prestige attaching to Government institutions. Is it your opinion that this prestige has had any practical influence in the few instances in which Government and aided institutions stand in competition in Southern India?

A. 5.—Where Government and aided institutions stand on a footing of equality as regards efficiency and the facilities for taking up different branches of study, I do not think that this prestige has had any appreciable influence?

Q. 6.—Granting for the sake of argument that there should be a difference in the rates of fees when Government and aided institutions are in competition, is there any justification for a lower rate of fees in places where there is no such competition, and are there not many such places?

A. 6.—I see no justification whatever for a difference in such places; and I believe there are many such places.

Q. 7.—The Zamorin's College and the Government Provincial College at Calicut charge the same rate of fees and yet they are equally flourishing. May not this be possible elsewhere?

A. 7.—I believe so.

Q. 8.—In Answer 61 you indicate as a weakness in the educational system of this Presidency that "while the University examines up to the Master of Arts, not one of our colleges teaches up to that standard." Are you in favour of the standard of instruction imparted in the Presidency College being raised to meet the requirements of the M.A. examination?

A. 8.—Yes. I am.

By MR. FOWLER.

Q. 1.—(A. 21). Besides the additions to the Missionary's income mentioned by you, is it within your knowledge that certain Societies offer facilities for the education of his children?

A. 1.—I am aware of that.

Q. 2.—(A. 62). Would you retain no examination below the Matriculation?

A. 2.—I should be inclined to abolish all examinations below the Matriculation. I mean those departmental examinations extending over the whole province.

Q. 3.—Does not the Middle School examination fulfil important functions, one being that its operation must tend to increase the efficiency of the high school?

A. 3.—It has a tendency in that way, but I do not think the good sufficient to counterbalance the evils mentioned in my answer.

Q. 4.—(A. 64). You say, "were this step" (the abolition of the Presidency College) "taken by Government, I have not the least doubt that the secret springs of the recent educational agitation in this part of the country would be removed, and its hollow, selfish, and unprincipled character exposed"—Have you any objection to stating what you consider these secret springs to be?

A. 4.—I refer particularly to a paper published by a body styling itself, I believe, the General Council of Education in India, which contains, in an Introduction and in an Appendix, statements with regard to educational matters in Madras which have been made without sufficient knowledge of and regard to facts. I refer also to a statement in a Missionary paper belonging to the Free Church of Scotland, to the effect that the agitation in Madras had had an important influence in bringing about this Commission. In the General Council's paper there is also a paragraph devoted to the Presidency College, Madras, advocating its early abolition. I inserted in my evidence the sentence you quoted after reading those statements.

By THE REV. WILLIAM MILLER.

Q. 1.—(A. 15). May I ask when the Kumbakonam school was closed?

A. 1.—In the end of the year 1880-81.

Q. 2.—May I ask whether you know of any instance in which a Government school has been transferred to a Missionary body?

A. 2.—In the case of Tindivanam the school and the school building were so transferred, and I believe a transfer of the school took place at Ellore.

Q. 3.—In the instances in which Government schools in the same town as a Mission school have been closed, will you kindly say whether you know of any other reason for the closure than that assigned in one of the papers on this subject by the late Director, viz., that the school was found not to thrive?

A. 3.—I have not sufficient knowledge of the facts to answer this question.

Q. 4.—May I ask whether, until the recent closure at Kumbakonam, the Educational Department had given any sign of willingness to transfer its institutions to other management, beyond the closing of these few schools? Had it, for instance, taken any steps towards the formation of "genuine local bodies" in places where higher education was entirely in its own hands?

A. 4.—I am not aware that it did not, and I do not see how I could have this knowledge without a more complete acquaintance with the working of the Director's office than I possess.

Q. 5.—(A. 16). Allow me to inquire whether it has happened as a matter of fact that higher education has passed into the hands of Missionaries alone in places where Government has not opened a higher institution of its own, e.g., in Vizagapatnam, Masulipatam, Nellore, Coimbatore, Tinnevely, and many more?

A. 5.—In most of the places you have named higher education has been taken up by Native bodies as well as Missionary bodies; but I do not see any connection between this fact and the absence of a Government college in those places.

Q. 6.—May I ask whether Missionaries are more likely to get complete control of education in places where Government schools have long existed than in places where there has never been a Government school—such as those mentioned in my last question?

A. 6.—I should think they are more likely to get complete control in places where there has never been a Government school.

Q. 7.—You imply that there are "a very few" districts in which the transfer of a Government institution of the higher order to the management

of local committees of Native gentlemen would not act injuriously to education: is there any reason why, in those districts at all events, the transfer contemplated by the Resolution appointing this Commission should not now be made?

A. 7.—I see no reason why it should not.

Q. 8.—Will you kindly say whether you are aware that in one aided college—I refer to the Madras Christian College—all charges for passage, house-rent, remittance of money, and the like, are included in the published statement; that this college provides no pensions, and that with the possible exception of a charitable allowance to any of its professors who may retire, to which, however, they have no legal claim, every item of its expenditure is shown in its annual returns?

A. 8.—I am not aware of it.

Q. 9.—With reference to your remarks on fees, will you kindly say whether to prohibit the sale of an article produced at small cost unless it be sold at the same price as an article produced at great cost, would not be "an artificial fiscal arrangement?"

A. 9.—That would be an artificial fiscal arrangement. I would leave such matters to adjust themselves. I think this is implied in my evidence.

Q. 10.—Allow me to ask whether what the Government has done in the matter of fees is anything more than to fix a minimum; and also whether you are aware that this minimum is considerably exceeded, and likely to be more and more exceeded, by colleges that find themselves in a position to go beyond it?

A. 10.—I believe that all that Government has done is to fix a minimum. I believe it is exceeded by certain colleges.

Q. 11.—Will you kindly say whether Government judges rightly in believing that a college to which it affords the superior facilities of study which you say on page 6 that it affords to the Presidency College, is able to go somewhat further beyond the minimum than colleges that are destitute of such facilities?

A. 11.—I do not think that Government, in the circumstances of this country, judges rightly in expecting students to pay a higher rate of fee on account of the superior facilities afforded by its own colleges.

Q. 12.—Putting out of view Missionary colleges, which you regard as merely temporary, will you kindly say whether equalisation of fees would not prevent institutions from rising up under "strictly local" management in all places where Government institutions exist already?

A. 12.—I do not see that it would prevent it.

Q. 13.—Referring to your table, allow me to ask whether deceased graduates are included in the 175 not accounted for, or do not appear in the table at all?

A. 13.—They do not appear in the table at all.

Q. 14.—(A. 26 & 27.) Please let me ask whether the parading of the percentages of success at examinations for each school and college, introduced in the Reports on Public Instruction and more recently adopted by the University, does not tend to deepen the impression that passing examinations is the end of education? Does not this practice put obstacles in the way of professors and teachers who try to train their pupils to look beyond examinations?

A. 14.—Most certainly. But I consider this an essential part of the system of examinations

extending over a whole province, and an additional reason why such examinations should be abolished or reduced to the lowest limit.

Q. 15.—(A. 29.) In addition to the stipendiary scholarships there is, as you are no doubt aware, a system of free scholarships in Government institutions for boys who pass high, which compels managers of aided institutions either to lose their best boys or to diminish their resources by educating them similarly without cost:—Allow me to ask whether it would not be a fairer arrangement for Government to pay the fees of such boys and allow them to study at any institution they preferred?

A. 15.—I am inclined to think that would be fairer, but it would be a loss to Government, inasmuch as, with its own educational staff, it can educate them without any additional cost.

Q. 16.—Allow me to ask whether the causes of the greater migrations of scholarship-holders from than to the Presidency College may not be such as these:—that the holders of district scholarships come from country districts where the name of Government is every thing, and think themselves bound to attend the Government college, but that a few of them on coming to Madras get over their excessive reverence for Government, and migrate to the college which for some reason, good or bad, they really prefer?

A. 16.—I do not think this has anything whatever to do with it.

Q. 17.—May I ask whether it is necessary to Government exercising control over education that it should be itself the direct educator?

A. 17.—No.

Q. 18.—(A. 36.) From your answer to this question and from some other portions of your evidence, I should be disposed to infer that in your opinion the policy of the Despatch of 1854, reaffirmed in the Resolution appointing this Commission, as to the gradual withdrawal of Government from the direct management of institutions for higher education, should now be authoritatively reversed:—Will you kindly say how far such an inference would be correct?

A. 18.—I cannot understand how far such an inference can be drawn from my evidence, and it was certainly not my intention to suggest it.

Q. 19.—(A. 37.) Seeing that the Resolution appointing this Commission does not mention Mission Societies among the bodies to which Government schools may be handed over, will you kindly explain what purpose is served by discussing the probable effects of transferring Government schools to Mission management?

A. 19.—The reason why I discussed this question is that there is a widely-spread impression in this Presidency that Missionary bodies are equivalent to local bodies, and I wished to correct that impression.

Q. 20.—May I ask whether it is a fact that, whether from force of example or force of opposition, or partly perhaps from both, the places where Mission schools have been established are also places where "genuine local bodies" have done most to promote education, especially of the higher order:—e.g., Masulipatam, Tinnevely, Vizagapatam, Nellore, and many others?

A. 20.—I am not prepared to offer any general statement on this point, and in the particular instances cited I am inclined to think that the local educational effort is due to other causes.

Q. 21.—May I ask whether it has been found that self-help has been developed in any place except Kumbakonam, where Government has long kept education in its own hands?

A. 21.—Just as much, I think, or as little as in places where Mission schools have existed.

Q. 22.—Looking at the whole facts of the cases throughout this Presidency, allow me to ask whether Missionaries, if such there be, who advocate the transfer of Government schools from regard to their special interests, are not remarkably likely to find that the withdrawal of Government from direct educational work will evoke such liberality and enterprise in the natives of the country that they will be "hoist with their own petard"?

A. 22.—I do not think that Native gentlemen would take the field in such force as to bring about any appreciable effect of the kind that the question contemplates.

Q. 23.—Even if all were granted for which you contend in your answer to question 39, as to daily practice being the important thing in moral teaching and "precept and theoretical knowledge only auxiliaries," may I ask whether it follows that a professor whose time is wholly taken up in imparting secular knowledge is as favourably situated for influencing the moral nature of his students as one who expressly devotes some portion of his time to turning their thoughts upon the themes of duty and of God?

A. 23.—He is quite as favourably situated in my opinion.

Q. 24.—May I ask whether it is a probable consequence of some time being devoted to thought about practical religion and practical morality that the students should be "dragged into the melee of theological asperities and sectarian animosities," or whether this has been found in practice to be the result in institutions where some portion of the hours of study are so devoted?

A. 24.—I lay no stress upon giving a definite hour to such teaching. The evil consequence to which I allude would result from dogmatic theological teaching, whether given during a fixed hour or incidentally. I have not objected to thought upon practical religion and morality during school instruction. On the contrary, my contention, as given in my evidence, is that a teacher who neglects this has mistaken his profession.

Q. 25.—(A. 25). Would not the grant-in-aid system if universally applied and so arranged that the managing body had in all cases to bear a considerable share of the expense, act as a tolerably sufficient check upon premature development?

A. 25.—I think it would.

Q. 26.—(A. 52). May I ask whether you can point out any more striking instance of premature development than the development of the Salem, Cuddalore, and Berhampore schools into colleges?

A. 26.—I have always held that these were instances of premature development.

Ques. 27.—(A. 63). May I ask whether you are of opinion that there should be so little hedging round of pupils that they may be practically free to change their place of instruction whenever the thought strikes them, or only that they should be perfectly free at sitting times?

A. 27.—I should like parents and pupils of all classes to enjoy a large amount of liberty in this

respect; but my remarks refer specially to young men at college.

Q. 28.—(A. 63). May I ask whether you are aware that the agreement amongst the heads of institutions in Madras leaves absolute freedom of change twice in each year to the pupils of all classes in the schools save one, and that the pupils of that one class have absolute freedom of change once a year? May I ask whether you regard this amount of freedom as insufficient?

A. 28.—I am not aware of the details of the agreement.

Q. 29.—(A. 66). May I be allowed to infer that the point referred to in this answer is merely a matter of money, and that if colleges under Native management only had sufficient resources they would ere long become prominent enough to secure readily the services of European professors?

A. 29.—Money is an important factor in the matter. But there are other elements which such bodies of Native gentlemen would consider in regard to the appointment of European professors.

Q. 30.—(A. 66). May I ask whether you consider the Native noblemen and gentlemen of British India less fit to manage colleges than those of Mysore and Travancore, or whether you hold that colleges under any Government are necessarily superior to those managed by non-Government bodies?

A. 30.—No comparison can be drawn between what is done by the Governments of Travancore and Mysore and what might be done by bodies of Native gentlemen. I do not hold that colleges under Government management are necessarily superior to those not so managed.

By THE REV. DR. JEAN.

Q. 1.—(A. 24). If the quality of the Matriculates at Kumbakonam or elsewhere is now inferior to what it was in former days, do you think that this inferiority is the mere result of the competition between the schools of the place? cannot other reasons be assigned, for instance, that the masters are not so good now as formerly, and also that, the students being now more numerous, the selection is not so good as in former days?

A. 1.—I think that competition is the chief cause. I am not aware that the masters of the present day are inferior to those of former days. I believe that the last reason has something to do with it.

Q. 2.—(A. 31). Speaking of the teaching in Normal schools, you regret the absence therein of a course of instruction in psychology in its bearing on the teacher's profession. Should not that course of instruction bear also on the nature of the human soul? Is it possible to have a clear and good notion of the human mind without knowing the nature of the human soul?

A. 2.—I take the human mind to include what you mean by the human soul?

Q. 3.—(A. 39). Is your statement that the impulse or motive to do right and abstain from wrong is made up of feelings of various kinds, exclusive of, or does it imply and presuppose, certain convictions of the mind, viz., that man is an accountable being, depending on a superior being, who commands him to do right and abstain from wrong, and who will reward or punish him according as he does right or wrong?

A. 3.—I do not exclude those convictions.

Q. 4.—Is not a conviction of this kind a very powerful impulse or motive to do right and abstain from wrong? And are not feelings, essentially variable, a rather precarious motive, chiefly in men of strong passions?

A. 4.—Whether a conviction or intellectual state can act as a motive on the will is a question for the schools of philosophy to decide.

Q. 5.—Could not the conviction I have spoken of be formed or strengthened in pupils of all schools, even of Government schools? In other words, could not such truths as may be proved by reason, and depend on no particular creed,—as God's existence, man's accountability to God, etc., be taught and inculcated not only without harm, but with great profit in all institutions?

A. 5.—Most certainly.

Q. 6.—And I would also ask you whether you do not think that masters who not only do not hold such convictions, but hold contrary convictions and try to impart them to their pupils, should not be debarred from teaching, as betraying the confidence of parents, abusing the weakness of their pupils' mind, by subverting what has been considered in all ages as the most solid foundation of morality?

A. 6.—Direct anti-religious teaching would be opposed to the principle of religious neutrality.

Q. 7.—Considering the special position of Government schools and colleges, inasmuch as Government has pledged itself to neutrality in matters of religion, would it not be, in your opinion, as much a breach of that neutrality to teach in Government institutions such doctrines or systems as scepticism or materialism, as to teach any peculiar dogma or any peculiar creed?

A. 7.—As long as the teacher confines himself to the domain of science, and to the inferences legitimately drawn from the facts, I do not think that he commits a breach of religious neutrality.

Q. 8.—Referring to your answer to question 63, do you mean that if a student were not leaving school in an honourable manner, you would refuse him a certificate of attendance? Even if he were a collegiate student?

A. 8.—I might refuse to give him a certificate of attendance at the time; but I could not refuse to give him a certificate when he requires it for the purpose of the University.

By THE PRESIDENT.

Q. 1.—May we take it, as the general result to be gathered from your evidence, that you are opposed to the withdrawal of Government from colleges, but are in favour of its withdrawal from the direct management of schools, below the collegiate standards, if Native effort is able and willing to take up such schools?

A. 1.—That correctly states my views.

Q. 2.—With reference to answers 26 and 27 in your evidence, pointing out defects in the Entrance University examinations, it has been suggested to the Commission that that examination is really made to serve two purposes. (1) A test of the results of a young man's school career. (2) A certificate to enable him to obtain employ-

ment in life. It has been proposed to us to substitute two examinations: (1) A true Entrance examination for young men who really intend to go through a University career. (2) An examination somewhat corresponding to the Oxford and Cambridge Middle Class examinations, for young men who do not intend to pursue their studies at the University, but who wish to have some certificate of education with a view to obtaining employment in the general walks of life. Will you favour the Commission with your views on this proposal?

A. 2.—Yes. I should like to forward a paper, after full consideration, on this important point.

Q. 3.—With reference to the tabular statement in answer 25 of your evidence, do you desire to furnish the Commission with a revised and fuller return?

A. 3.—Yes, I shall subsequently submit one.

Q. 4.—In answers 26, 27, 37, and others of your evidence, you regret the want of plasticity in the State education of this country. May we understand that you would be opposed to any official action which tended to compel private schools to work upon rigid identical lines, or to force them into one official mould?

A. 4.—Most certainly I should be opposed to any such action.

Q. 5.—With reference to answer 61 in your evidence, would you favour the Commission with your views as to how the University professorships, which you advocate, could be made to work side by side with the existing professors in the Presidency College and other colleges?

A. 5.—I should like to submit a statement to the Commission on that subject after further consideration.

By MR. P. RANGANADA MUDALIYAR (through THE PRESIDENT subsequently).

Q. 1.—In answer to a question put by Mr. Miller, you said that you did not see any connection between the absence of a Government college and the existence of schools under Native management in opposition to Mission schools. Is it not likely that one circumstance that has stimulated Native effort is the objection to Mission schools on religious grounds?

A. 1.—I have no doubt of it.

Q. 2.—With reference to a question put by Mr. Miller as to whether the equalisation of fees in schools in the same locality will not tend to check the springing up of schools under genuine local management, has the fact of the fees being equal in all aided institutions checked the growth of schools under Native management in places like Vizagapatam, Masulipatam, and Tinnevely for instance?

A. 2.—I do not think so.

By MR. MILLER (through THE PRESIDENT).

Q. 1.—Are the schools at Vizagapatam, Masulipatam, and Tinnevely, the fees of which are the same as those of the schools managed by local Native bodies, Government schools?

A. 1.—They are not Government schools.

Evidence of P. VEJIARANGA MUDALIYAR, Esq., First Class Deputy Inspector of Schools.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—The whole of my service under Government, extending over 31 years, has been in the Educational Department. Of this period, I have served more than 26 years as Deputy Inspector of Schools in the Madura, Trichinopoly, and Chingleput districts of the Madras Presidency and in the town of Madras.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I think the system of primary education has been placed on a very sound basis in the Madras Presidency, and is fully capable of development up to the requirements of the community whom it is intended to benefit. The present system has been adopted after various trials extending over a period of 25 years.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In the Madras Presidency, primary education is sought for by almost all people except the poorest. The poor cultivators and artisans cannot spare their children from the fields and from their arts, and cannot therefore afford to get them educated. A poor cultivator's children must assist him in ploughing the fields, watching the crops, and tending his sheep and cattle. Similarly, a weaver's children must assist him in various ways. This state of things will and must continue for several years more. Again, in villages removed from the influence of large towns, the class of people known as low castes or pariahs cannot send their children, even when they can be spared from the fields, to the schools where the children of their masters are educated. If the children of the poor and of low castes are to be taught, it must be done by special arrangements.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—In the town of Madras indigenous schools are fast disappearing. They are giving way to Anglo-Vernacular schools. The few indigenous schools that do still exist are resorted to by very poor people, generally the children of artisans and coolies. In these schools, cadjan books and wooden planks (for slates) are still used. The most important and useful subject taught in

is the Multiplication Tables of inte-

gers and fractions. There is scarcely any prose read. Poetry, which generally consists of hymns and moral aphorisms, is learnt by heart but not understood. The discipline in these schools is generally loose, except that the children are kept in constant dread of the teacher's cane. The school fee varies with the capacity of the parents, between two and eight annas per mensem. This is not regularly paid. Besides the monthly school fee, each pupil pays the teacher a pie or two and some rice on feast days, and also a present whenever a book is begun. The generality of the teachers of these indigenous schools are old and crippled men and those who cannot earn their livelihood by any other means. Their only qualification is that they can read and write and cast accounts in the old, but not bad, Native method. The number of such indigenous schools is larger in the mofussil, but even there they are gradually giving way to improved schools. Several Normal schools exist in the Madras Presidency for training and improving these indigenous schoolmasters, but very few of them can be induced to leave their villages and attend these schools. I do not think that the present class of indigenous schools can be turned to any good account.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at schools?

Ans. 5.—I have no faith whatever in home instruction if that is to be the only instruction which a boy is to receive. I do not think a boy educated at home can, as a rule, compete on equal terms at examinations qualifying for the public service with those educated at school. Home instruction is a good aid to school instruction.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In Madras Presidency, the only private effort that exists and that is worth mentioning is that of the Missionaries; and I do not think that Government can depend altogether upon that effort, aided or unaided, for the supply of elementary instruction in rural districts.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—I think that funds assigned by Government for primary education may very advantageously be entrusted to Municipalities and Local Fund Boards to be expended under the guidance of the Educational Department.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—But I would not leave any class of schools to Municipal and Local Fund Committees for support. There is a general opinion that education does not form a legitimate object of Muni-

pal and Local Fund Boards, and the cause of primary education suffers in consequence. The charge for primary education is now forced upon those bodies by Government; and instead of spending as much as they can afford or as much as the importance of the subject requires, it is the desire of those bodies to spend as little as they can without incurring the displeasure of Government. If the provision of elementary education in towns and villages is to be a charge against Municipalities and Local Funds Boards, the only security against the possibility of their failing to make sufficient provision is for the Government to reserve to themselves the power to insist upon the proper amount being spent, under the advice of the Educational Department.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernaculars recognised and taught in the schools of the Madras Presidency are the dialects of the people.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The combined system, that is, paying the teachers both by the month and on the results of an annual examination, seems to me to be best suited for the promotion of education among a poor and ignorant people like the ryots in the Madras Presidency. The system of payment by results is the best in large towns.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—I do not think that educated Natives readily find remunerative employment.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—I do not think that the instruction imparted in secondary schools is calculated to store the minds of those who do not pursue their studies further, with useful and practical information.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—There is a great deal of truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University. This circumstance does impair the practical value of the education in secondary schools for the requirements of ordinary life.

Ques. 30.—Is Municipal support at present extended to Grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Municipal support is at present extended to Grant-in-aid schools, whether belonging to Missionary or other bodies. This support will be permanent as long as the Municipal affairs are administered as at present.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum does not afford a sufficient training for teachers in second-

ary schools; special Normal schools are necessary for the purpose.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—The withdrawal of Government to a large extent from the direct management of schools or colleges would necessarily leave them in the hands of Missionaries, and this is not at all advisable in a country like India.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, I do apprehend that the standard of instruction in colleges specially would deteriorate. The only measure that I can think of to check this result is to extend to such schools the system of payment upon results of examinations.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—The present Director of Public Instruction in the Madras Presidency takes a very deep interest in physical education, and has adopted measures for the physical training of students in the Government and aided schools. Nothing more need be done at present.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—In the Madras Presidency there have never been indigenous schools specially for girls, although these who could afford to do so always sent their girls to schools intended for boys.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—In the Madras Presidency, grants to girls' schools on the results system are 75 per cent. more than those to boys' schools. In salary grant schools, the grants to mistresses are 50 per cent. more than those to masters. The grants are given on less onerous terms to schoolmistresses than schoolmasters. The distinction is, I think, sufficiently marked.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I do not think that any part of the expenditure incurred by the Government on high education in the Madras Presidency is unnecessary.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I am not aware that Government institutions have been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately

supply the educational wants of the people. I know that in some places the Government refused to establish schools of their own, although repeatedly requested to do so by the people who even offered to subscribe liberally for the erection of a school building. In one place in the Chingleput district a Mission school was established after the Government opened a Taluq school, and the Government, after satisfying themselves that the Mission school was enough to meet the requirements of the place, closed their own.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I do not think that it would be advisable to vary the rate of fees in middle and high schools and colleges according to the means of the parents or guardians of the pupil; but it might be done with advantage in primary schools intended for poorer classes in the mofussil villages.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—I do not think that in the Madras Presidency the demand for high education has reached such a stage as to make the profession of teaching a profitable one. I am not aware that any school has been opened for high education by men of good position as a means of maintaining themselves.

Ques. 55.—What do you consider to be the

maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 55.—I think that the maximum number of pupils that can be efficiently taught as a class by one instructor is 30 in primary, middle, and high schools, and about 50 in colleges, where lectures are delivered.

Ques. 67.—Are the circumstances of any class of the population in your province (e.g., the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—The Muhammadans in the Madras Presidency do require exceptional treatment in the matter of English education. In primary and middle schools they labour under a disadvantage when taught with Hindus. Their language is quite distinct from that of the Hindus, and they therefore require to be taught by themselves. In the Madras Presidency, Government schools have been opened for them in different places. In several aided schools in the Presidency, special classes for teaching Muhammadans have been opened.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I do not think that the conditions on which grants-in-aid are given in the Madras Presidency are more onerous and complicated than necessary.

Cross-examination of P. VIJAYARANGA MUDALIYAR, ESQ.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 2 you say that the system of primary instruction is capable of development. Do you think that that system stands in need of a considerable extension and development?

A. 1.—Yes, I do.

Q. 2.—With reference to answer 4, in which you state it as your opinion that the present class of indigenous schools cannot be turned to any good account, do you think that our results and combined system elementary schools are as popular as the old indigenous schools?

A. 2.—They are not so popular with the lowest classes, but they are popular with the higher classes, which are the classes that chiefly use them.

Q. 3.—With reference to answer 8, do I understand you aright when I take you to mean that you would have the Educational Department administer the funds assigned by Municipal bodies?

A. 3.—Yes. I mean that the Educational Department should have entire control over the funds.

Q. 4.—In answer 25, do you wish to be understood as saying that educated Natives do find remunerative employment, but not readily in some cases?

A. 4.—Yes. That is my meaning.

Q. 5.—In connection with answer 27, may I ask you to suggest any remedy for the evil referred to, viz., the attention of teachers and pupils being unduly directed to the entrance examination of the University? Seeing that the University cannot alter its curriculum so as to meet the exigencies of the case, would you propose the establishment of technical and industrial schools

by Government, or would you rather leave that work to be done by local bodies, according to their needs and capabilities?

A. 5.—I do not think that, even if such schools were established, pupils would go to them so long as the existing Entrance examination continues in operation.

By MR. FOWLER.

Q. (A. 4.)—You mention the multiplication table and other subjects taught in indigenous schools as important. The great mass of established schools brought into connection with the department being of the indigenous kind, do the result standards, in your opinion, sufficiently recognise the subjects taught in indigenous schools?

A.—I think they do.

Q. (A. 7.)—Do you think that the Education Department should take a more direct part than at present in the administration of Local and Municipal funds?

A.—I think so.

Q.—Would not that tend to restrict the power of Local Fund Boards and Municipalities?

A.—It would restrict their power, but in my opinion that would be no disadvantage.

Q. (A. 45.)—You say, "Grants to mistresses are 50 per cent. more than those to masters." But an ordinary certificate carries a one-fourth grant to a master in boys' schools, and a one-half grant to a mistress in a girls' school, i.e., towards a salary of Rs. 40—10 is given to a master in a boys' school, but Rs. 20 to a mistress in a girls' school. The proportion is therefore double.

A.—I was referring to teachers holding Normal certificates only.

By THE REV. WILLIAM MILLER.

Q. 1.—(A. 19.) May I ask why special arrangements are necessary if the children of the poor and of low castes are to be taught? Has it been found that the objections raised to children of all classes mixing at school are wholly insuperable, or do you think that no attempt to overcome these objections should be made?

A. 1.—In villages I regard the objections as insuperable. It would be the same as if the son of a gentleman and of his own horsekeeper were to be sent to the same school.

Q. 2.—(A. 25.) But allow me to ask what definition you would give of the term *educated Native*? Have graduates, for example, any great difficulty in obtaining fairly remunerative employment?

A. 2.—Graduates have not this difficulty as a rule; but I referred to those whose education had not reached so high a standard.

Q. 3.—May I ask whether the abstention of Government from opening high schools at Coimbatore, Masulipatam, Tinnevely, and elsewhere, has thrown education at these places entirely into the hands of Missionaries?

A. 3.—At these places there are non-mission schools which the people were forced to open by the want of Government schools.

Q. 4.—May I ask whether you think that the people of places where Government withdraw from the management of schools would be more likely to leave education in the hands of Missionaries than the people of places where Government has never opened schools?

A. 4.—That depends upon circumstances: if the people were not rich enough to open schools, they might be forced into mission schools much against their will.

Q. 5.—Is it found in practice that pupils require always to be forced into mission schools?

A. 5.—Not always; in some cases the distance leads them to attend mission schools.

Q. 6.—Are you acquainted with any cases in which mission colleges and schools are highly popular?

A. 6.—Popular is a comparative term.

Q. 7.—(A. 45.) The Commission was informed yesterday of a college where Government is spending more than Rs. 300 per annum on each of a few students, many of whom had actually been drawn from other colleges, and most of whom might easily attend other colleges: do you think that expenditure such as this can be reckoned necessary?

A. 7.—I cannot reply, because I am not acquainted with the whole circumstances of the case.

Q. 8.—(A. 49.) May I ask whether, in the case referred to, the Government school was not closed simply because the people had shown an unmistakable preference for the other school, or, in the words of the late Director of Public Instruction, that the Government school "was found not to thrive?"

A. 8.—I know that in the case referred to there were more pupils in the mission school than in the Government school, but I have always thought that this was due to greater strictness on the part of the Government school as regards admission of pupils and exaction of fees. I wish to add that repeated applications were made by the Manager of the Mission school to close the Government school and to hand over the building to the Mission school.

Q. 9.—(A. 54.) May I ask whether you have heard of a school having been opened by some graduates at Kumbakonam as a means of support, immediately after the Government school there was abolished?

A. 9.—I have not heard of it.

Q. 10.—May I ask whether you are acquainted with schools in Madras at present which yield a livelihood to their Managers, without aid from Government?

A. 10.—There are many such schools of the lower order.

Q. 11.—Are you acquainted with any of the higher order?

A. 11.—No I am not.

Q. 12.—(A. 70.) May I ask whether you consider it necessary for the proper working of the Grant-in-aid scheme that monthly returns showing the amount of fee collection in each particular class and other similar details should be forwarded in duplicate to the Department?

A. 12.—I think some such return is necessary.

Q. 13.—May I ask whether you consider it necessary that a school should lose the results grant for every child in it that is not protected from small-pox by vaccination or otherwise?

A. 13.—The refusal is only in cases where the teachers or parents obstinately refuse to have the child vaccinated. On the inspection of the school the child is warned, and if he is subsequently vaccinated the grant is given.

Q. 14.—May I ask if you think it necessary that Managers should submit to the criticism of Inspectors the exact portions of each book that they cause to be read in each class, and the exact amount of time devoted to it?

A. 14.—I think it is necessary.

Q. 15.—May I ask if you think it necessary that Managers should carefully note and point out to the Inspector every deviation that they venture to make from the curriculum laid down for Government schools in the Director's Standing Orders?

A. 15.—The curriculum laid down by the Director is not forced upon Grant-in-aid schools, but in order that a class should come within the definition of, say, a fifth class, it must read certain portions of certain subjects. If it does not read such portions, I think it right that it should have to report the deviation to the Inspector.

By THE REV. DR. JEAN.

Q. 1.—In reference to the measure you suggest in your answer to question 38, viz., that, in the event of the Government withdrawing to a large extent from the direct management of schools and colleges, the only measure you can think of to prevent education from deteriorating would be to extend to such schools the system of payment upon results of examination. Do you mean by "such schools" only the schools from which Government would withdraw, or do you mean all schools and colleges in general?

A. 1.—I mean all schools in general.

Q. 2.—Is not the reason why many do not readily find remunerative employment, that they seek for Government employment?

A. 2.—That is true; but there is scarcely any other service into which they may find admission.

Evidence of THE REV. E. SELL, B.D., Secretary, Church Missionary Society, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained?

Ans. 1.—I have been Principal of the Harris School, a High school for Musalmans, for sixteen years. My experience is confined to South India.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I consider that the home education given to Musalman boys is very inferior. I do not know of a single instance of a Muhammadan boy, who has been educated entirely at home, passing any public examination.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In some districts Government can rely on private effort. For instance, in Tinnevely and in the Kistna and Godavery Collectorate, the Church Missionary Society has done much and is anxious to do more with proper encouragement. This is also calculated to encourage Native effort which generally follows, not precedes, efforts made by Missionary bodies.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—In districts where education has taken root, I think it is a good system for primary education. There are, I think, districts and people where it is not suitable, as no desire exists for education, such as the Mapillas, the hill tribes, &c.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—Wherever possible a fee, however small, should be levied.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—By a development of the present system.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—This entirely depends on the willingness of the Native community to take over such institutions: if they were willing, it might easily be done at Cuddalore, Salem, Madras, Calicut, and other places. It is not, however, at all likely that the Native community in such places will of themselves manifest any such willingness. Let it be known that, in course of time, the departmental institution will be closed, and the willingness will be created. I do not in the least believe that the education in such places will suffer.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—In Madras, Nellore, Masulipatam, Calicut, Tinnevely, and Combaconum Native gentlemen manage schools and colleges very well indeed. What they do in these towns they could do equally well at Cuddalore, Salem, and Madras. In my opinion they are quite able, but not ready, nor do I expect to find them ready to appear to enter into opposition with a Government school.

It is not that the Educational Department undervalues schools of this kind, for the late Director was willing to give substantial aid to schools under such management when they were in opposition to Mission schools. I am not aware that any attempt has been made to encourage such local effort when a departmental school was already in the field.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—A liberal interpretation of our present Grant-in-aid Rules.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools, (c) Girls' schools, (d) Normal schools?

Ans. 19.—I consider the grants adequate. For many years arbitrary restrictions were placed on the application of these rules, but I do not know that there is now any cause of complaint.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, i.e., one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I do not know that there is any cause for complaint.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—I do not consider the fees now paid for higher education adequate. The fees should be gradually raised so that high schools favourably situated and well managed should become self-supporting, and that colleges under similar circumstances should raise 40 per cent. by fees.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—It is possible, but exceedingly difficult.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—The scholarships are fairly administered, but I believe there is a system of admitting

those who stand high at the various examinations free to a Government school or college. This appears to be intended to attract the best pupils to departmental institutions. Aided schools, in self-defence, are obliged to do the same at a financial loss. The remedy is the payment of the fee by Government, whether to a departmental or an aided school.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—Primary education must be undertaken to a much larger extent than now by the State: the rest, in course of time, by other agencies.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—This is the only policy which will lead to "the growth of a spirit of reliance upon local exertions and combinations for local purposes."

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—No, for the University fixes the standard, not the Government colleges.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I do not think such an arrangement practicable.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—To all above primary schools, for this system—

(a) Encourages Managers to get efficient teachers.

(b) Has a good effect on the teachers.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—One-third in high schools and colleges. I do not consider that in the case of Mission schools the Managers should bear no part of the expenses.

Ques. 59.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 59.—By the term.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—Yes, for schools must be divided into two classes, those which favour religion and those that do not. Government schools belong to the latter class, and I do not see how they could be called neutral. The practical difficulty is, however, very great, and I do not advocate the sudden withdrawal of Government schools. It must be a gradual operation.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—No, for while it may be good for a bad school, it tends to make a good school mechanical, and encourages a system of cramming.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—It is desirable that Government should not withdraw until there is some college which may serve as a model. Every encouragement should be given to enable some aided college to take that position.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Yes: as a matter of fact they are so employed in Calicut and Madras, and many Eurasian graduates also find employment.

Ques. 67.—Are the circumstances of any class of the population in your province (e.g., the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—As regards higher education for Musalmans, I do not think any thing more can be done. Muhammadan students pay only half fees, and special scholarships are allotted to them. Further concessions should not be made.

(1) I consider that the backward state of the higher education amongst Muhammadans in South India is due mainly to the fact that the boys come to the Anglo-Vernacular schools at an advanced age. The reason of this is that they have to spend some years in the Maktab Khauas, or indigenous schools, learning to read the Kuran. Very little useful knowledge is imparted in these schools, though now and again a boy is turned out fairly educated in Persian and the elements of Arabic. Some of the masters are Persian scholars, and though their method is bad, can instruct their pupils very well in grammar, composition, &c. When boys pass on to the other branches of a liberal Muhammadan education, and learn Arabic as a language, study Fikh, Muntik, or Hadis, &c., they must spend many years in learning what might be learnt in half the time were the teachers trained men. Such pupils rarely come to an English school.

Our system of education practically forbids the study of these special branches of knowledge, and hence the Ulama and the Moulvies look with disfavour on our Western system and our subjects of study. We have not the sympathy of learned Musalmans, but the tide is now too strong for them, and the middle classes are in an increasing number entering our schools.

(2) There is a large class of Musalmans of noble birth in Madras, known as Khandanis. They are mostly pensioners now, and whenever a small pension remains, they as a rule proudly hold aloof from us. In my own school, we have a way of getting at them. They are called Gore Langton scholars, and have some special privileges. In this way I

have educated several, but the majority are ignorant and idle. Unless something is done they must sink very low. If all pensions were commuted, it would be a great boon. There would be sudden destitution, but the very fact of the next generation being compelled to do something or starve, would rouse them from the apathy they now show. The present system is admirably suited to sap the vigour and destroy the energies of a community naturally proud and scornful of other men and creeds.

(3) As the only hope of promoting higher education is to improve the lower, I should like to see well-organised Government schools for primary education, but I do not think that such schools can be established, or that such a scheme is practicable, for the Kuran must be taught in all elementary schools. It has been thought that Government might so far meet the case by using as a text-book such a selection from the Kuran as the little book edited by Sir W. Muir; but in my opinion it would not meet the case, for portions are there left out which boys must learn; the punctuation is entirely omitted, and no person could possibly learn to read the Kuran aright from any European edition that I have ever seen. The reward, here and hereafter, is said to depend not so much on a boy understanding what he reads, but upon his reading according to certain rules and regulations. Again, Musalmans object to extracts and to translations. The only way, then, is to give liberal aid to the Maktab Khanas under the result system. For many years no Musalman master of such a school could get a grant for his scholars, unless they were examined in a Hindu vernacular. Hindustani was entirely ignored by the Educational Department. It is not the case now, but the present rules for result grants need alteration in two ways—

1st.—There should be a small grant given for a class lower than the class which is examined for the present first standard.

2nd.—The standard in arithmetic should be lowered, until better masters are produced.

(4) I think that in all towns where there are a number of Muhammadans, special primary schools should be established for them, or in existing schools special departments up to the Lower Fourth class. In the high school department, I think it is a great mistake to separate Muhammadans from other pupils. The attention which is now paid to the study of Persian in Government schools is commendable. If some provision were made for teaching Arabic in middle and higher schools it would help to counteract the opposition now made by the Ulama.

(5) I do not think the scheme laid down in the standing orders for the teaching of Hindustani and Persian needs revision, except perhaps in the lower classes, for which Urdu books are appointed. It seems to me wrong to teach boys at that standard words and idioms they will never use. Later on they very properly read Urdu, though they never speak it. All elementary school books should be in Dakhani. I would also strongly urge that Arabic should be an optional language in the Middle School examination. When Musalmans see that our Western system is not necessarily antagonistic to the study of Arabic and Persian,

the prejudice is very much lessened. If Sanscrit is allowed, why should Arabic be excluded?

(6) But the great thing in my opinion is to get the masters of the Maktab Khanas trained in the art of teaching, and to give them for a time liberal and exceptional aid. Then boys will pass through that stage of their education at a much earlier age. Middle and higher education may then be left to take care of itself, provided that the present concessions continue.

(7) There is another drawback to which Musalman boys are subject. Hindustani is not the vernacular of any district in this Presidency, and so when a Musalman gets an appointment in the Mofussil he has to learn a Hindu language. I see no remedy for this, but it is a drawback. Again, Musalman boys, when they do qualify, find great difficulty in getting employment. I believe that English officials should and could remedy this if they would only take a little trouble. I also consider that, if the Government wish to prevent the Khandanis from sinking down to the very lowest stage, some exceptional treatment should for a time be made to them. There are men who are clever and well educated in Oriental learning, but who, through no fault of their own, are not able to compete with lads in our schools. Twenty years ago most Carnatic stipendiaries would have scorned the idea of sending their sons to our schools. The present generation is suffering for the folly of the last. Some special appointments might be given to them, provided that they attain a fair knowledge of English, &c. The 25 years rule also needs suspending in many of these cases. Some scheme of this kind would really encourage the higher classes, and would be, I believe, a wise political move. At present discontent is encouraged by our hard-and-fast system.

(8) I regret that I am not able to give an account of the Mappillas, but something should be done for them, and I hope some evidence will be heard on their state.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—In places where people are able to maintain a school on the grant-in-aid principle, but not elsewhere.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions are fair, and when acted on, leave no ground for complaint, but experience has shown that when a Director of Public Instruction or Local Government wishes to withhold the application of the rules from an institution which rivals a Government one, it has been done. The Managers of aided schools need for their protection that the grant-in-aid regulations should be embodied in legislative enactments, so that they may have a legal claim to their rights, and not be dependent on the pleasure of the Director, or the Governor in Council for the time being.

The number of returns required by the Educational Department are so numerous that some relief is needed. There is, I believe, a great waste of time and money over these.

Cross-examination of THE REV. E. SELL.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 12 you instance the Mappillas as a people to whom the system of payment by results is not suitable. Are you aware that on the 31st March 1881 there were in Malabar upwards of 210 results schools for Mappillas, with over 6,000 Mappilla pupils?

A. 1.—I was not aware of that fact; but that is a very small result as compared with so large a population.

Q. 2.—Please name the Government institution in Madras (the town) that could be transferred to Native management.

A. 2.—The Madrasa-i-Azam.

Q. 3.—Are then Natives willing to undertake this responsibility?

A. 3.—No. They are not.

Q. 4.—With reference to answer 29, is it known to you that the Government free scholarships you refer to are intended as a compensation to those who, though taking the foremost places in the list of successful candidates, yet fail to earn a stipendiary scholarship by reason of their belonging to a locality for which no scholarship is given?

A. 4.—Yes.

Q. 5.—Why then do you impute these free scholarships to a desire to attract the best pupils to departmental schools?

A. 5.—It seems so, but I am not sure.

By MR. FOWLER.

Q. 1.—(A. 18.) You say a liberal interpretation of the present grant-in-aid rules would secure the maintenance of private schools if Government withdrew. May I infer that you regard the rules of the Code now in force as unobjectionable?

A. 1.—Yes. As far as regards the rates.

Q. 2.—(A. 21.) You say "I do not consider the fees now paid for higher education adequate." Does this opinion apply generally to the Presidency?

A. 2.—I would except backward districts.

Q. 3.—According to a return for 1881-82 that I have, in aided colleges the average cost of a college student was Rs. 156, of which 40 per cent. is something over Rs. 60. Do you think this rate of fee might now be generally levied?

A. 3.—I think it might be, except in the backward districts that I would except.

Q. 4.—(A. 67.) Up to what standard would you advocate separate schools for Musalmans?

A. 4.—Up to the Middle School examination.

Q. 5.—With reference to your reply to Mr. Ranganada Mudaliyar that the Madrasa-i-Azam might be transferred to private management, is it not a fact that this institution was formerly under a Committee, and was very inefficient?

Would such a Committee, in your opinion, undertake any of the expenditure?

A. 5.—It was; but the circumstances are now very different.

Yes. I think the cost would be less.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether a scheme in which schools are managed not by Government but by committees, gives special facilities for overcoming the peculiar difficulties connected with Muhammadan education?

A. 1.—Yes, I think so.

By THE REV. DR. JEAN.

Q. 1.—Are you of opinion that Government should fix any time when the departmental institution will be closed?

A. 1.—I do not think it should fix any definite date; but it should keep the principle in view and apply it whenever possible.

Q. 2.—If no time be fixed, do you think that the mere announcing that Government will close its institutions in course of time would have much more effect towards creating in Natives the willingness of managing Government institutions than the declaration made in the Despatch of 1854, that Government is ready to hand over its schools to bodies of Native gentlemen?

A. 2.—I do not think it would have any greater effect. But Government must be the judge of the suitable time.

Q. 3.—In your answer to question 19 you seem to imply that there are no more arbitrary restrictions regarding the distribution of grants. But if it be a fact that a 1st grade college receives less than a 2nd grade college, does not this show that some improvement as regards the distribution of grants is still desirable?

A. 3.—I do not say that the rules may not be improved; what I say is that I know of no arbitrary restriction upon the rates as they now exist.

Q. 4.—(A. 36.) Would you kindly state your reasons why primary education must be undertaken to a much larger extent than now, by the State?

A. 4.—Because there is so much to be done.

Q. 5.—(A. 60.) By the word "religion" do you mean religion in general or any peculiar creed?

A. 5.—Religion in general.

Q. 6.—And by not favouring religion do you mean opposing it?

A. 6.—I mean that the absence of religious teaching is an opposition to religion.

Q. 7.—(A. 64.) Could Government encourage any private institution with a view to enable it to take the position of a model school without being taxed with partiality?

A. 7.—Yes.

By THE PRESIDENT.

Q. 1.—With reference to answer 67 in your evidence, may we take it that you regard the Maktabas, or Muhammadan indigenous schools, as the best available basis for an extension of Musalman education?

A. 1.—I do. I believe it is absolutely necessary to encourage them, on the ground that, among the Muhammadans, you cannot separate religious from secular education in the elementary stages.

Q. 2.—Can you form any estimate as to the number of such indigenous Muhammadan schools throughout the Madras Presidency, or in any part of it?

A. 2.—I think that, as a rule, such a school is available for every Muhammadan boy in Madras; but I shall make further enquiries and send the result to the Commission.

Q. 3.—May we take it that the two great difficulties in the education of the Muhammadans are, first, that they have to first obtain a religious education, before they begin their secular education,

while the whole energies of the young Hindu are devoted to secular learning. Second, that when they do enter our schools, we do not teach the subjects which the best class of young Muhammadans think it necessary to learn. In short, that the Muhammadans are thus doubly handicapped in the race with young Hindus?

A. 3.—I agree entirely with the first part of this question; but I do not think there is much cause of complaint in Madras under the second head. In proof of the first disadvantage which the Muhammadans suffer, I wish to mention the very late age at which they begin English. Thus, in the Harris School, the age in the lowest class averages 12½ years, 13 years in the second, and 14 in the third. This, too, is a favourable instance compared with most other Muhammadan schools in Madras.

Q. 4.—From your knowledge of the Maktabas or Muhammadan indigenous schools, do you think that they could be utilised on a large scale, and what special machinery, if any, would you propose for that purpose?

A. 4.—I think they could be utilised on a large scale, if a minimum salary were paid to the teacher, and he was encouraged to further exertion

by a capitation grant for his pupils. I also think that a certain portion of the Carnatic stipendiary allowances should be regarded as an education fund; and the full payment of an allowance should be made dependent on the sons of a pensioner attending a good school. This is done in the case of the Nawab of Karnul, and works well. A high class Rajkumar College might be established for the sons of these stipendiaries.

Q. 5.—With reference to answer No. 70 in your evidence, do you think that an education act is the only practicable plan of securing legal rights to aided institutions, and of giving private effort a fair chance?

A. 5.—I think so.

Q. 6.—With reference to the same answer in your evidence, do you think that the multiplicity of returns now exacted by the department amounts to a serious obstacle in the free play of private effort?

A. 6.—I certainly think so. In many cases the grant received is not worth the trouble given.

Q. 7.—Would you advocate a less rigid system of departmental control over private schools than is at present enforced?

A. 7.—I certainly would.

Evidence of THE REV. W. STEVENSON, M.A., Secretary, Free Church of Scotland Mission, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—From the date of my arrival in Madras in the end of 1864, my work has been mainly educational. Until the beginning of 1877 I was on the staff of the Free Church Mission Institution; and a short time after my arrival I became and am still Secretary of the Free Church of Scotland Mission, and Superintendent of its educational operations. At present there are over 20 schools of all kinds—boys' and girls'—high, middle, and primary—under my supervision. I have been for many years an examiner of the Madras University, and since the beginning of 1875 a Member of the Senate. I have also been during the last two years a Member of the Local Fund Board of the Chingleput District. Further, for the past three years I have been Secretary to a committee appointed by the South India Missionary Conference (which met at Bangalore in 1879), to watch over the interest of aided education in this Presidency. In all these capacities I have had opportunities of acquiring information regarding education in this province, and especially in Madras city, and the Chingleput and Nellore Districts.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The name of a system can hardly, I think, be applied to the various agencies by which primary instruction is given in this Presidency. According to the returns of the Director of Public Instruction, there were in 1880-81 12,292 primary schools, of which 1,232 are classed as Government schools, 5,845 as aided schools, and 5,215 as unaided. Of the Government schools, again, some are under the immediate management of the Edu-

cational Department, others are Local Fund schools, and others Municipal. The aided schools and the unaided are both necessarily very varied in their management and in the character of the instruction given in them.

Again, the number of pupils in the schools shows how small a proportion of the children are as yet receiving any education. In the same year, 1880-81, the total number of pupils was 304,304, of whom 272,619 were boys and 31,685 girls. According to the usual mode of computation (that 42 per cent. of the population are under 14 years of age, and that three-sevenths of these, or those between 7 and 14, should be at school), there are in the Presidency 2,787,000 children of each sex of school-going age. Of the boys, accordingly, not 1 in 10 is attending school, and of the girls only 1 in 90. In other words, there are about two and half millions of boys and two and three quarter millions of girls who are receiving no education whatever.

As to the character of the education given to those who attend school, my impression is that a great deal of it is worth very little. Of the total number of 12,292 schools, as many as 5,215 are unaided, and in the majority of these there can be little doubt the instruction is of the poorest sort. In many of the aided schools it is, I am afraid, not much better. Although the great majority of primary schools are aided according to the results system, I cannot regard even the gaining of a comparatively large grant as indisputable evidence of the efficiency of a school. My impression is that grants are sometimes won too easily. But apart from this, the defective character of the education given may be readily inferred from the very defective qualifications of the teachers. A large number of the pial schools, which at least in the Chingleput District form the majority of the primary schools, are taught by men who have received no professional training, and are not hereditary schoolmasters. A return showing the

qualifications of all teachers of primary schools would be instructive on this head. It would, I think, be found in many cases that schools are carried on by men who had resorted to teaching simply in default of all other means of obtaining a livelihood. It must be said, then, that as yet only an imperfect and unsystematic beginning has been made in the great task of giving an elementary education to the mass of the people.

I consider, however, that this beginning has been made on a sound principle, in so far as primary instruction has been placed in connection with local administration. I am clearly of opinion that on Local Fund Boards and Municipalities must be laid the duty of giving the rudiments of knowledge to the general population, by grants-in-aid where there are schools to be aided, and by instituting schools of their own where there are no others. It seems to me that only in connection with local self-government will it be possible to develop a system which may in course of time overtake the elementary education of the mass of the people. The cost must grow with the growth of the system, and the means must necessarily be provided from local funds. It will be both just and expedient, accordingly, to give the local bodies large authority both in the raising of the funds and in the spending of them. Further, it is only those who have local knowledge that are able wisely and seasonably to push forward the extension and development of education until the whole field is overtaken. Some districts are much poorer and more backward than others, and there naturally progress will be slower. The capabilities of different parts can be best understood and dealt with by local authorities.

But it may be asked—what guarantee is there that Local Fund Boards and Municipalities will put forth their energies to foster and extend the general education of the people? To this I would answer, first, that the spirit of the higher authorities is likely to inspire the local bodies. If the Supreme and Provincial Governments are seen to be in earnest in promoting primary education, a stimulus will undoubtedly be communicated to the subordinate authorities. Secondly, the Director of Public Instruction, with the staff of Inspectors and Deputy Inspectors, will necessarily exert a stimulating as well as a controlling influence.

The Inspectors and Deputy Inspectors are generally members of the Local Boards, so that they have direct power. Thirdly, it is in poor and backward districts that there would be most danger of the local authorities being indifferent and apathetic, and in these the Government might more directly interfere by giving aid and exercising special control. The deficiency of local resources might be supplemented by a grant from provincial revenues, and it would then be the duty of the educational authorities to see that such aid was properly utilised. I will only add further on this point that I have little doubt, as local self-government becomes a reality, the more will men of enlightenment and public spirit come forward to take an active part in local administration, and especially in the promotion of education.

As to the improvement of the present condition of things, the most pressing want, in my judgment, is that of a supply of competent teachers. Normal schools for the training of elementary teachers should be instituted in every district, and not only young men encouraged to enter them, but all the present uncertificated teachers (except, per-

haps, a few who from experience or proved capacity may be exempted), be required to pass through them. After due time allowed for this, no teacher should receive a grant who is not duly qualified; and according to the certificate held by the teachers should be the standards in each school for which grants are given. Without some measure of this kind, I do not think the results system will secure efficient primary instruction.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—As far as my observation goes, primary instruction is sought for by the people in general, with the exception of a few castes, such as the Pariahs and Oddars or (Wuddars). The following tables show how the pupils in the schools of the Free Church of Scotland Mission are distributed, both as to castes and occupations.

I. BOYS' SCHOOLS, PRIMARY.

		CLASSIFICATION OF THE COMMUNITY TO WHICH THE SCHOLARS ON 31ST MARCH 1882 BELONGED.							
		Europeans and Eurasians.	Brahmins.	Vaiyas.	Sudras.	Muhammadians.	Native Christians.	Pariahs.	Others.
Madras	21	...	...	18	5	85	124	...	253
Mofussil	3	212	13	417	22	7	2	8	684
TOTAL	24	212	13	435	27	92	126	8	937

II. BOYS' SCHOOLS, PRIMARY.

		CLASSIFICATION OF SCHOLARS ON 31ST MARCH 1882 ACCORDING TO THE CHIEF OCCUPATION OF THE PARENTS OR GUARDIANS.						
		Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	Total.
Madras	19	13	8	14	186	13	253	
Mofussil	191	73	228	105	10	77	684	
TOTAL	210	86	236	119	196	90	937	

I. GIRLS' SCHOOLS, PRIMARY.

		CLASSIFICATION OF THE COMMUNITY TO WHICH THE SCHOLARS ON 31ST MARCH 1882 BELONGED.							
		Europeans and Eurasians.	Brahmins.	Vaiyas.	Sudras.	Muhammadians.	Native Christians.	Pariahs.	Others.
Madras	27	44	174	595	...	122	50	38	1,050
Mofussil	...	58	41	343	...	9	...	21	472
TOTAL	27	102	215	938	...	131	50	59	1,522

II. GIRLS' SCHOOLS, PRIMARY.

	CLASSIFICATION OF SCHOLARS ON 31st MARCH 1882 ACCORDING TO THE CHIEF OCCUPATION OF PARENTS OR GUARDIANS.					
	Officials.	Traders.	Farmers.	Artisans.	Coolies.	Others.
Madras	507	267	6	77	79	114
Mofussil	89	184	83	35	65	16
TOTAL	596	451	89	112	144	130
						1,522

It will be noted that a considerable number of Pariahs are educated in Madras, but hardly any in the mofussil. The reason is that the Pariahs appreciate to some extent the benefits of education, and are ready to receive them if separate schools are opened for them. Fear and poverty combine to keep them out of the schools attended by the respectable castes.

The Oddars mentioned above are a low Sudra caste, whose occupation is making roads and digging tanks and wells. Their mode of life is very rude and degraded, and they are totally uneducated. So of course are the wandering and jungle tribes.

As to the attitude of the influential castes towards the education of all classes, I fancy it is practically one of indifference. I don't think there is much as yet of the spirit of philanthropy that seeks unselfishly the general welfare of the people; nor is there, on the other hand, any active feeling of opposition to the extension of education among all classes. The policy of Government in ignoring caste distinctions, and opening a free course to merit and capacity whencesoever it comes, is recognised and accepted as inevitable; and the aim now of every class is to do the best for itself. Naturally old prejudices linger, and the highest and most intelligent classes take the fullest advantage of their opportunities, while the despised and cowed are slow to push upwards; but still I do not think that any classes in this Presidency would now venture to throw any obstacle in the way of the extension of education to any other.

Ques. 4.—(a) To what extent do indigenous schools exist in your province? (b) How far are they a relic of an ancient village system? (c) Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? (d) What fees are taken from the scholars? (e) From what classes are the masters of such schools generally selected, and what are their qualifications? (f) Have any arrangements been made for training or providing masters in such schools? (g) Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? (h) Are the masters willing to accept State aid and to conform to the rules under which such aid is given? (i) How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—As far as I have learned, there is no system of indigenous schools in the districts I am acquainted with. By indigenous schools I mean schools which belong to the village or caste system, with a caste of teachers, the office descending from father to son. But there are many

pial and adventure schools, some of which would have existed although the Government had not encouraged education. The number of these small schools, established by Native teachers themselves, is increasing year by year. The spread of education is creating a large class of men who look to teaching for a livelihood; and I am of opinion that Local Fund Boards and Municipalities may make use of these in extending primary education. They must, however, be made to pass through a Normal school in order that they may get some knowledge and capacity for teaching; and this seems to me at present the most pressing want. The prospect of State aid in the shape of a grant is probably in most cases a main inducement to their becoming teachers.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In the Chingleput district I believe that private efforts, judiciously aided and fostered by the Local Fund Boards and Municipalities, is sufficient to supply elementary instruction. Private teachers and Missions afford the required agency. As to Nellore, I am doubtful. It seems that there the Local Fund Board and Municipality require to establish schools of their own.

Of other districts I cannot speak, but I have no doubt they present great differences as to their capability of developing private efforts.

Ques. 7, 8, 9.

Ans. 7, 8, 9.—See my remarks under answer 2.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in the districts I am acquainted with are the dialects of the people. Book-Tamil and Book-Telugu are somewhat different from the ordinary spoken languages, but the latter are not distinct dialects and could not be taught.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—In my opinion the system of payment by results is suitable for the promotion of education even amongst the poor and ignorant of this Presidency. There is throughout the whole of South India, speaking generally, some appreciation of education. The people are not so ignorant as not to realise to some extent its value, nor so poor as not to be able to take advantage of the opportunities presented to them. Of course some districts are more backward than others, and where little progress is being made some more active stimulus or encouragement may be necessary. But I believe wherever a suitable school is opened, the people will largely take advantage of it, and there are few villages where a fairly qualified teacher need be afraid of opening a school on the results system. There is not only an appreciation of vernacular education, but even of English. As soon as a vernacular school has attained a fair standard in the vernacular, a demand is immediately made for the introduction of English. It is understood now even by the poorest classes that education is the grand means of improving their condition, and securing a more comfortable livelihood. The feeling of the people

towards education is one of the most encouraging signs in this Presidency to those who desire to see it extended.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—In all schools the payment of some fee should, if possible, be insisted on, even in poor schools. From what I have said in answer to the last question, it will be understood that there is a sufficient desire for education in this Presidency to afford a sound foundation for working on. If education were made free or too cheap, it would rather discourage this desire than foster it. Neither the boys nor the parents will appreciate the worth of that for which they are asked to pay nothing. Further, the teacher cannot be respected if he is regarded as receiving a favour in the attendance of his pupils, who win for him a Government grant. Yet I do not think the payment of money fees can always be required. In many parts a payment in kind is the traditional and deeply rooted custom, and this cannot be at once set aside for a new practice.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 14.—(1) Primary education, it seems to me, can be extended in a systematic way only by the greater activity and earnestness of Local Fund Boards and Municipalities, stimulated by Government, and aided in the poorer and more backward districts by grants from Provincial Funds.

Missionary bodies and private individuals and Committees would also be encouraged to extend their efforts in this as in other departments, if they saw evidence that Government was resolved to foster aided education according to the principles of the Despatch. They would be the better enabled to do so if the grant-in-aid rules were so modified as to admit of larger aid being received for primary and specially for girls' schools.

(2) The main requisite for making primary schools more efficient is a supply of better qualified teachers. These can be got, as I have already said, only by instituting primary Normal schools, and insisting on the teachers passing through them.

The efficiency of the schools also must largely depend on the intelligence, diligence, and uprightness of the staff of inspecting schoolmasters and Deputy Inspector. It must be the aim of the Inspectors to secure the most competent men available for these offices, and to see that they do their work.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no instance in which a Government institution of the higher order has been transferred to the management of a local body, and only one instance in which such an institution has been closed—namely, the Government High school at Combaconum. I have known of some instances of Government Taluq schools being closed, when they were emptied by the competition of private schools. But the process contemplated in paragraph 62 of the Despatch of

1854 has yet to be initiated in this Presidency. The prevailing tendency, in fact, of the educational administration has been in the opposite direction. Aided institutions have not been encouraged, while the number of Government institutions has been increased. The reasons for thus ignoring or rather reversing the principles of the Despatch are in my view (1) partly of a general character, and (2) partly peculiar to the late Director of Public Instruction.

(1) As to the first, it must be kept in view that the whole administration of India is of a bureaucratic character, and is carried on by means of Departments, which naturally have a regard to their own interests, as well as to the general interests of the community. The Government Educational Department is one body, of which the Director of Public Instruction is the head. It is true that he has the direction not merely of Government but of aided schools and colleges, and the growth and progress of the latter should be as much his concern as of the former. But as a matter of fact, the Director, being a Government official, accustomed to bureaucratic ways, and imbued with the departmental spirit, feels himself, unless he has exceptional width of view, more closely connected with the compact and organised Government Department, than with the heterogeneous and detached agencies which lie around. It is not to be wondered at, therefore, if the sense of solidarity and *esprit de corps* leads the Director to regard the Department with special favour and to further its interests. But to close a Government school of the higher order or transfer it to a local body, more especially to do this as part of a gradual process which will necessarily end in the abolition of the Department, would naturally appear to be a step hostile not only to the interests of the Department, but to its very existence. It is a step, therefore, he will not care to take, unless he is constrained to do so.

Further, Government and aided educational agencies are necessarily regarded as more or less rival systems. As a matter of fact, Government and aided institutions do sometimes compete with each other, and have therefore to some extent conflicting interests. The Director of Public Instruction is called upon to hold the balance between them, and to see that no undue advantage is given to the one as against the other. But of the Government school he is the direct administrator, and is therefore a party in the case before he is called upon to be a judge. Is it not demanding too much of human nature to expect that he will see the necessity for the Government school giving way to its aided rival?

Further, the Director of Public Instruction has Government schools directly and entirely under his control, and can accordingly organise, alter, and manipulate them as he thinks to be best for the interests of education. The more earnest an educationist he is, the more likely he is to direct the working of the schools to their smallest details. But his relation to aided institutions is different. Over them he can exercise only an indirect control through the body of Managers, who may in some cases differ from him, not merely in details, but in important principles. His power in the latter case is therefore very much less than in the former, and so in them he cannot so well make his own ideas effective. But he will naturally regard the schools in which his own ideas are realised as the better schools, and therefore more worthy of being

stered and extended. To encourage what he must regard as defective institutions as against one of superior excellence would require an appreciation of independent action which is seldom to be met with. I believe, therefore, there is very little hope of a Director of Public Instruction giving effect to paragraph 62 of the Despatch, unless superior authority makes it an imperative duty to do so. This the Madras Government has not hitherto done. I believe it is necessary that a higher authority reaffirm the principles of the Despatch of 1854 in a manner that will ensure the administration being in accordance therewith.

(2) That the process contemplated in paragraph 2 of the Despatch of 1854 has not been carried out or even begun in this Presidency, is due, in my opinion, secondly, to the peculiar views of the late Director of Public Instruction, Colonel Macdonald. I will not, however, enter on a discussion of his views and consequent action here, as I intend to deal with them under another question which I shall beg leave to add to those put by the Commission.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I can hardly take it upon me to specify Government institutions of the higher order which might be closed or transferred to private bodies, without injury to education or any other public interest. At the same time I do not hesitate to say that cases for the process contemplated in paragraph 62 of the Despatch might be found by the educational authorities without much difficulty. The number of efficient institutions under Native management sufficiently proves the competence of local Committees for such administration; and the amount of available talent would soon be more apparent if Government only called it forth. The process contemplated would naturally be carried out gradually, and a beginning should first be made in the most advanced districts. In the Tanjore district, for example, there is no lack of a class of wealthy, intelligent, and well-educated men, who have already shown their appreciation of education and their ability to maintain educational institutions. I do not think there would be any great obstacle to Government entirely withdrawing from direct operations in that district. The same might be done in other districts as soon as, according to the judgment of impartial men, they showed themselves ripe for it.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools, (c) Girls' schools, (d) Normal schools?

Ans. 19.—In replying to this question I would beg leave to refer the Commission to No. IV of the Educational papers, *Remarks on proposed Grant-in-aid Rules*, already before you; and to a letter

from the Executive Missionary Education Committee to the Director of Public Instruction, dated May 1881, a copy of which is given in the Director's Proceedings No. 2301 of May 18th, 1881. I have the honour now to lay before you.

I beg leave to add a few remarks with reference 1st, to the salary grant rules, and 2nd, the results of the grant rules.

1st.—While approving generally of the present *Salary Grant Scheme*, I am decidedly of opinion that its rules do not provide for adequate aid being given in certain cases.

(1) I regard it as a defect that the same scale of grants should be laid down for colleges and boys' schools. The teaching staff in a college is necessarily much more expensive than in a school, and in consequence the fees cannot be expected to bear nearly so large a proportion to the expenditure. If the scale of grants, then, is nothing more than fair for schools, it must be less than fair for colleges.

(2) The rules are intended to provide more liberal aid for girls' schools than for boys, as it is plainly necessary to give special encouragement to female education, and the income from fees in girls' schools is a mere trifle. But they fail in respect of Native girls' schools for two reasons.

(a) The half grant given to qualified school-mistresses can be taken advantage of only in a few cases, owing to the very small number of this class of teachers. A Telugu-speaking mistress with a certificate is hardly to be got, while those speaking Tamil are still very few in most parts of Southern India. Male teachers accordingly must be employed in girls' schools; and for them no larger grant can be got than if they were in boys' schools. In fact it may be said that girls' schools are in respect of male teachers at a disadvantage, for it is only the less qualified teachers who are willing to serve in them.

(b) The abolition of all grants on account of servants has borne very hardly on Native girls' schools, for it is necessary to employ in them a large number of matrons or conductors to look after the girls coming and going from school. In the present state of Native society, and while only very young girls attend school, these women cannot be dispensed with. The same backward state of female education that renders special encouragement necessary to it, renders necessary also the employment of this class of servants. The refusal of a grant on their account greatly diminishes the aid to girls' schools. In illustration of these remarks I give a table showing the subscriptions, fees, and Government grants in the girls' schools of the Free Church of Scotland Mission during the last official year. It will be allowed that these schools are as large, as advanced, and as well organised as any Native girls' schools in the Presidency. They have also as large a proportion of female teachers as are available, and the fees are higher than in any other schools of the same class that I know of. They afford therefore as favourable an illustration as can be got of the operation of the Salary Grant Rules in girls' schools.

GIRLS' SCHOOLS.

NAME.	Average daily attendance.	Total charges.	Subscriptions.	Fees.	Govt. Grants.	Rate per cent. of Govt. Grant.
		R a. p.	R a. p.	R a. p.	R a. p.	
Female Boarding School . . .	56	5,856 13 11	3,894 7 7	847 4 0	1,115 2 4	19.0
Medical Mission Girls' Day School . . .	39	1,002 0 0	93 12 0	608 4 0	300 0 0	30.0
Madras Girls' Day School . . .	138	3,726 4 5	2,211 9 5	596 11 0	918 0 0	24.6
Black Town Girls' School . . .	92	2,297 10 8	1,247 8 8	375 2 0	675 0 0	29.3
Balica Patasala . . .	161	2,585 1 8	1,292 14 8	726 3 0	566 0 0	21.9
Chingleput Girls' School . . .	68	1,224 9 0	806 6 0	52 3 0	366 0 0	30.0
Big Conjeveram Girls' School . . .	72	1,181 12 0	804 6 4	50 11 0	326 10 8	27.6
Little Conjeveram Girls' School . . .	60	743 8 0	533 1 0	13 7 0	197 0 0	26.5
Trivellore Girls' School . . .	46	453 5 3	383 5 3	—	70 0 0	15.4
Nellore Girls' School . . .	37	627 9 1	439 13 11	5 0 6	182 10 8	29.0
Wallajahad Girls' School . . .	46	551 1 2	496 0 1	7 11 9	47 5 4	8.5
Chetty Girls' School . . .	80	1,797 1 1	1,130 10 1	208 7 0	458 0 0	25.4
Royapuram Girls' School . . .	59	1,011 6 3	720 6 7	101 1 0	189 14 8	18.7
Mint Street Girls' School . . .	98	1,261 12 10	774 7 0	220 6 0	266 15 10	21.0
TOTAL . . .	1,052	24,319 15 4	14,828 12 7	3,812 7 3	5,678 11 6	23.3

From these figures it will be seen how inadequate is the grant that can be obtained under the rules in present circumstances. Looking at all these schools together, the grant is only 23½ per cent. of the total expenditure. In no case is it higher than 30 per cent., and in some cases it is as low as 15 and even 8 per cent. The Mission on the other hand contributes as high an average as 61 per cent., while the fees amount to 15.6 per cent. In the present state of female education, and seeing the lack of qualified female teachers, I am of opinion (a) that qualified male teachers employed in Native girls' schools should receive the same grants as female teachers, and (b) that half-grants ought to be given on account of conductors.

(3) With reference to the different classes of certificates,—normal, ordinary, and general—and the grants attached to them—a third, a fourth, and a fifth respectively—I am of opinion that such distinctions are too refined, and unnecessarily complicated and harassing. The first two might safely be regarded as of equal value, and have a third grant attached to them; and the third or general certificate be entitled to a fourth grant. If full effect were given to the rules as they stand while the supply of teachers with Normal certificates is still so inadequate, the grants would be greatly reduced and the effects on aided education most injurious and discouraging. Under the present provisional arrangement, teachers who were receiving a half-grant under the old rules are now receiving a third; but if the new rules were brought into full operation, some would be cut down to a fourth and others to a fifth, thus greatly reducing the total grant. Yet the aid received at present is far from liberal, as will be seen when I state that out of a total expenditure during 1880-81 on nine boys' schools of the Free Church of Scotland Mission of Rs. 22,222, only Rs. 4,806, or 21 per cent., came from Government grants. If it were further reduced the grant would hardly be worth the trouble connected with it.

(4) I think it bears unfairly hard on Mission schools that no grant can be received on account of a teacher who devotes less than four full hours a day to secular work. It is quite right to give

a grant only in aid of secular instruction, and it may be quite right also to make four hours a minimum day's work entitling to the full grant. But I do not see why, if a teacher gives 3½, 3, or even 2 hours a day to secular instruction, a proportionate grant should not be given. The present system tends either on the one hand to give a Christian teacher an unusual amount of work, or on the other to make an unhealthy separation between the teaching of the religious and of the secular subjects.

2nd.—The system of payment by results has many defects, but for the ordinary class of primary schools in India I can suggest no substitute. Its main defects are—

(1) That it encourages a mechanical and parrot-like style of teaching amongst a people only too much inclined to learn by rote; and

(2) that it relies entirely on the intelligence, the fairness, and the honesty of the Deputy Inspectors. Both of these are, in my opinion, serious evils. In very elementary subjects, the necessity to have all knowledge tabulated and measured may not work so injuriously as at a more advanced stage, but still it encourages the inveterate tendency, so deeply rooted in the traditional education of the country, of getting up everything by rote. In many cases the memory alone is exercised, and neither the perceptive nor the reasoning faculties. I think it is therefore a mistake to apply it to any but the lower standards.

As to the second point, if the Deputy Inspectors are sufficiently intelligent men, they may to some extent counteract the tendency just referred to, but the chances are that their mode of examining is as likely to encourage it. Then if the examiner is severe, the failures are numerous and the passes few; if he is lenient, the results are the reverse. The grant, of course, falls or rises accordingly. The severity or leniency may be determined by a variety of motives, which need not be specified.

In cases where the teacher is independent and where there is no guarantee for his efficiency except that afforded by the results of the examination, I do not see what other form of aid can be substituted. Possibly the combined system might work better in some cases; and this alternative

should, I think, be left to the discretion of Local Fund Boards and Municipalities.

In cases where the teacher is not independent but is under a Committee or other managing body and receives a fixed salary, I think the salary grant system is the most satisfactory, although more aid can be got under the results system.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, i.e., one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I believe that the present administration strives to be quite impartial, and that if all the rules are accepted as fair, the system is one of practical neutrality. Nevertheless a school in which religious instruction is given stands in some respects at a serious disadvantage. A point referred to under the last question affords an instance. A teacher who gives an hour or an hour and a half to religious instruction must give four full hours besides to secular subjects, or forfeit the right to any grant.

Then, again, no allowance is made in the scheme of studies for the time given to religious instruction. The tendency is to burden both teachers and pupils with the multiplicity of secular subjects, and to screw the standards up to the highest point attainable. It is extremely difficult, accordingly, to get the due time and attention devoted to what the Managers of Christian schools must necessarily regard as the most important lesson. I do not think it possible to have complete fairness or neutrality unless greater freedom is allowed to Managers. The system is at present so administered as to bring the strongest pressure to bear on every aided school to reduce it to the Government pattern, and every point in which an aided school differs from the Government pattern is a disadvantage and is regarded as a defect.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—In ordinary circumstances I do not think it is possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution. In the first place, the two will be regarded as antagonists, and the very name of Government is sufficient to command the adherence of the people, unless the counterbalancing influences are very strong indeed. Secondly, for reasons already stated, it is hardly possible for Government officials to hold the balance with an impartial hand between two such institutions. The sympathies of the department naturally go with that which belongs to the department.

It might be possible to make the competition fair and equal under two conditions: (1) that the provisions of the Despatch are fully and cordially accepted, and it is understood to be the duty of Government officials in every legitimate way to encourage and foster the aided institution, in order that the Government institution may become unnecessary: (2) that the scale of fees is so much higher in the Government school as to be in just proportion to its advantages in other respects. In this Presidency the scales of fees in the two classes

of institutions are too near each other to have much effect in redressing the balance.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I do not know how far there is unhealthy competition throughout the Presidency, but I believe that Government could be trusted to apply the proper remedy in each particular case, if it were not itself a direct educator and therefore an interested party. One of the best reasons for Government giving up its own direct operations is that it would thereby be placed in an impartial position from which it could regulate and control all other operations. In such a position it would command the confidence of all, and have an influence in shaping the whole education of the country, which it can never attain so long as it is itself an interested competitor.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—My opinion is that educated Natives may generally with little trouble find remunerative employment. I have been led to this conclusion by various considerations.

(1) I find no superfluity but rather a lack of teachers, trained or untrained. If many educated young men failed to find other employment, they would certainly seek admission to the Normal school, where they would receive a scholarship sufficient to support them during training, and on passing out easily obtain a good situation.

(2) While there is a superabundance of applications for a vacant Government post or any situation in the Presidency town, there is rather a dearth of educated men in remote districts. I have observed advertisements for vacancies by a District Judge, although the legal profession is generally supposed to be overstocked.

(3) The answer to the question must to a considerable extent depend on the definition of 'educated Natives.' If by educated Native is meant any boy who has got a smattering of English, and on the strength of that thinks it due to his dignity to renounce the occupation of his fathers and pass by all but clerical employment, then probably there are not a few who fail to get remunerative employment. But the term 'educated' is not applicable to such aspirants, and what is needed to cure the evil is not less education, but more.

If we confine the term educated to those who have taken a degree, or at least passed the First in Arts Examination, then there can be no lack of remunerative employment for all such. At the last examinations of the Madras University, 144 young men took the Degree of Bachelor of Arts, and 423 passed the First in Arts Examination. Even suppose all the former and half of the latter sought employment immediately on passing, there could be little difficulty in their finding suitable situations, seeing that the Government and other services, and the legal and medical professions employ many thousands. According to the Madras Census of 1871, there are at least 30,000 men filling offices and engaged in work demanding a fair education. Supposing that only 5 per cent. of these were withdrawn annually by death or retirement, 1,500 would be required to supply the vacancies. In order to do so we must regard as 'educated Natives' not merely those who have passed the higher examinations, but those who have just attained the point of being prepared to

enter on a liberal education. A reference to the new Census Returns will, I have no doubt, support what I have just stated, and I do not know that there could be any more satisfactory test.

I will only add that so long as the Government bulks so largely in the eyes of the people, and a helpless dependence on it is fostered, so long there will be a superabundance of applicants for Government service. But with a larger and more liberal education, practical as well as theoretical, and the growing independence of the educated classes, we may hope that this evil will in due time be cured, and educated Natives seek scope for their capabilities in paths of independent enterprise.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—The instruction imparted in secondary schools is, in my opinion, calculated to store the mind with only too much of what is regarded as useful and practical information. The view of education which has determined the present Government scheme of study for schools is not that of awakening, exercising, and directing the mental faculties and so making an intelligent and capable man, but of storing the mind with useful knowledge. Education as the formation of character finds little or no place in the scheme.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—As the Entrance examination of the University is constructed on very much the same lines as the Government scheme of studies, there is no opposition between their tendencies. Both are, in my view, only too 'practical'—that is to say, they tend to multiply the subjects in order to store the memory with useful information, instead of aiming at awakening the intelligence and calling forth the inborn powers.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum does not, in my opinion, afford a sufficient training for teachers in secondary schools—some special instruction in the art of teaching and managing a school is also necessary, and therefore I consider special Normal schools to be necessary.

At the same time there is a danger lest the training of a Normal school encourage a too mechanical and wooden system of both teaching and conducting a school. I have often heard the complaint made, and my own experience goes to support it, that Normal trained teachers often display a want of pliability and power of adapting themselves to circumstances. They are taught to do everything by rule and are unable to move outside of the routine. The only remedy for this is to see that men of liberal culture and sound intelligence are placed over the Normal schools. They need not always be University men, although men of the right stamp are most commonly to be found amongst those who have had the advantage of a University education.

Ques. 35.—Are the present arrangements of

the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—I consider that the present arrangements of the Education Department are such as, in various ways, unnecessarily interfere with the free development of private institution. In fact, the present system is making rapid progress towards the extinction of all independence and variety whatever, and the binding of all educational institutions in one rigid and unbending system.

(1) All schools must be organised after the same Government model, with the same number of classes and the same nomenclature. Most minute and numerous monthly and annual returns have to be sent in, all prepared in fixed forms which imply and necessitate the organisation of the schools according to the Government pattern.

(2) The promotion of pupils from one class to another is regulated by three examinations, the Lower Primary, Upper Primary, and Middle School examinations, in all of which the subjects, standards, time, and mode of conducting the examinations are prescribed by the Director. In the case of the first two, the examination may be conducted by the head master or mistress, if the school teaches up to a standard higher than the examination: if it does not, then by the Government Inspector. In either case, all the marks of each pupil in each subject must be communicated to the Inspectors, and the names of those who pass are published in the Government Gazette. The Middle School examination is conducted entirely by outside examiners appointed by the Commissioner for the U. C. S. Examinations (who is the Director of Public Instruction) by means of printed papers. Those who pass are duly published in the Gazette, and none who fail in any subject can go on to the Fifth class without the special grace of the Director.

There is also a comparative examination of the Lower Fourth and Fifth classes in Government schools, and the Director has invited aided schools to submit themselves to this examination, and to promote their pupils according to the results of it. Some have done so, while others have declined. It may be judged what independence or variety is possible under such a system of Government examinations.

(3) A certain latitude is allowed in text-books, as, for example, when there is prescribed in the Middle School examination "Clyde's Elementary Geography, or any similar book." But at the same time the book named must almost necessarily be used, because the examiner will almost certainly prepare his questions from it.

(4) If in any point not fixed by express rules, the arrangements of an aided school differ from those of a Government school, the difference is almost certainly noted as a defect. I have found this to be specially the case in the girls' schools under my superintendence. In a Report lately received, for example, the Director remarks:—"The arithmetic of the upper classes is, however, a little below the standard prescribed for Government schools."—It is not intended that the standard should be the same as in Government schools, as that is not always to be approved of.

(5) I consider that the present arrangements make too little distinction between schools for boys and schools for girls. I think it unwise, for example, to expect little Native girls to pass as high a standard in arithmetic in the three prescribed examinations as boys. The girls come very young and leave school very early, so that it is necessary for them to make the most of the few years custom allows them to attend school. The difficulties of arithmetic, however, bar their progress. The standard on that subject is high even for boys, much more for little girls. Yet its practical use does not seem to be of so great importance for the latter, and therefore I think it is a great pity to retard their general progress on account of it. Were it not for the high standard in arithmetic, it might be possible for caste girls within the school years allowed them to pass the Middle School examination, but at present that goal is unattainable except in special cases.

In making the above remarks I do not mean to bring an indictment against all the present arrangements, or to object to due Government control. Aided schools are of all sorts, and in many cases no doubt Government interference at so many points has done good. But what I lay stress upon is this—that such a system of minute regulation and control is plainly incompatible with either the legitimate freedom of Managers, or that variety of educational institutions which the Viceroy has pointed out as essential in so vast and varied a country as India. The effect is to bring all schools within one rigid and inelastic system, to reduce all education to one dead level, and so to check the development of natural character and ability. In this Presidency this procrustean form has been mostly constructed within the last few years, so that its progress has been rapid. Should it go much further, Government aid will be felt by those who value freedom in education to be purchased at too great a price.

I will only add further that I believe the present system is the result of a mistaken idea that the ends aimed at will be secured by an elaborate and complicated system of machinery without reference to the intelligence and motive-power by which the machine is worked. Now, as I regard the latter as of far more importance for the true ends of education than the former, I think a system which tends to fetter and cramp all intelligence and independent energy cannot fail to be highly prejudicial, and the further education advances, the more will its injurious effects be apparent.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—In any scheme of education for India, the function which can be best discharged by the State is that of aiding and regulating all educational agencies, and not that of conducting direct educational operations. In fact, so long as it does the latter, it cannot, in my opinion, rightly do the former. So long as it is a rival to other educational agencies, it cannot be an impartial judge over them, and until it is in an entirely neutral and impartial position, it cannot command the confidence of independent bodies. Judging from my own experience, I have no hesitation in saying that Managers of aided schools almost invariably feel that the influence of the Government Educational Department is against them; that though Government educational officers are honourable men, aided schools have yet to fight an uphill

battle; that there is no encouragement to extend aided education, but the reverse. This depressing feeling will necessarily continue until Government has ceased to maintain a rival department, backed by its funds, influence, and authority. When it occupies the position of an impartial controller and helper of all other agencies, it will command the confidence of all; and will then hold not only a legal but a moral vantage-ground from which it may mould and guide the education of the country, in a way it can never hope to do so long as it is a competitor in the arena.

As to the parts to be taken by other agencies, I have already said that primary education must be committed to the care of the local Boards which are entrusted with local self-government. The secondary and higher education may be left to independent agencies regulated and aided by the State.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—It follows, from what I have said on the preceding question, that in my opinion the withdrawal of Government from the direct management of schools and colleges would have a most encouraging effect upon the spread of education.

In the first place, it would be a convincing evidence that the Government really desired independent bodies to extend their operations,—evidence which they are much in want of at present. Not only do Missionary agencies feel that they are under the present system heavily handicapped and discouraged, but independent Native gentlemen are deterred from opening schools which might be regarded as rivals to Government institutions. I have, for example, very good authority for stating that the College Department of Pacheappah's Institution would have been developed sooner and further than it is, had it not been that it would thereby appear to be a rival and possible substitute for the Presidency College.

Further, were Government to withdraw from direct operations, it would have considerable funds set free to encourage aided institutions, and to call forth other resources which are not at present available. Every rupee of aid given by Government calls forth another and in most cases two from independent Managers, not to speak of the fees contributed by the people themselves. A great extension of education could thus hardly fail to be the result.

Thirdly, such withdrawal would tend greatly in my opinion "to promote a spirit of reliance upon local exertions and combination for local purposes," which the present system tend to repress. It cannot be expected that the people will step forward to do for themselves what Government is doing for them, especially when they think such spontaneous activity on their part would be the reverse of agreeable to Government authorities. It is certainly a main part of the educational influence of Government institutions to teach the people to look to Government for everything—to expect from Government first education, then certificates, and then appointments; and to see no field for exertion or enterprise outside of the Government service. Government overshadows everything in India, and the sense of its omnipotence and omnipresence fills the mind of almost

every educated Native, so that there seems no scope or career beyond it. The existence of a Government Educational Department is not entirely to blame for this, but undoubtedly it has much to do with it. In Government schools the youth are first inoculated with the idea, and early impressions are proverbially lasting. Were Government to withdraw from the direct management of educational institutions, and hand them over to independent local bodies, a great blow would be given to the pernicious error—the mother of discontent and disloyalty, that Government is bound first to manufacture an educated class and then provide for it. Until this is done, it seems to me that the prospect of making local self-government a reality is very doubtful indeed. To transfer Government schools to independent local bodies would be the most effective step in this direction. Education is a field in which the spirit of reliance upon local exertions and combination for local purposes can be most safely tested and wisely developed. I have no doubt also that if a stimulus were once given to a spirit of loyal freedom and active enterprise, it would manifest itself in many directions, and in due time develop the resources and promote the prosperity and wealth of the country.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measure would you suggest in order to prevent this result?

Ans. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, I see no reason whatever to apprehend that the standard of instruction in any class of institutions would deteriorate. I do not see that at present Government institutions can claim the honour of maintaining the highest standard. It may be that taking Government institutions as one class, and all aided institutions as a second class, the former show better results at the University and other examinations than the latter. But such a mode of comparison is manifestly unfair. Government institutions may rightly enough be placed in one category, as they are all organised in the same way and are under the same management. But with aided institutions the case is very different. They are under all sorts of managing bodies, and vary indefinitely in their equipment and efficiency. Some of them are but adventure schools of yesterday, while others are older than, as well organised and manned, and quite as efficient as, any Government institutions. It is no just comparison, therefore, to throw them all into one class, and set them over against the compact body of Government schools, and thus find an easy demonstration of the superiority of direct Government to aided education. But let the best of the one class be compared with the best of the other, and the aided institutions will, I submit, be quite equal to those of Government.

Further, if Government schools are transferred to local bodies, I do not see why they should not continue as efficient as before. The University standards will not be lowered, the teaching staff is not likely to be smaller or less efficient, and the Director and Inspectors will still remain to encourage and stimulate the Managers.

I might adduce inductive evidence to show that Government institutions are not always the best

managed, or appeal to such philosophical authorities of our day as Herbert Spencer to prove that private individuals or bodies can, in most spheres of activity, do their own business for themselves better than Government can do it for them; but I forbear. I content myself with saying that I see no reason why the withdrawal of Government from direct educational operations should affect for the worse the standard of the instruction in any class of institutions.

Ques. 39.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 39.—Very little has as yet been done by the department in instituting schools for girls. A few have been opened of late under the immediate management of the Director, and I believe it is intended to establish more. This I consider to be a mistake. There is no doubt great need to extend female education, but I think it would not be favourable to sound education or the best interests of the community, if Government were to set up a large number of girls' schools according to the usual Government pattern. The main reasons for my opinion are these: First, I consider that it would be a great evil if Government were to set up a system of girls' schools on its so-called 'neutrality' principle. I thoroughly approve of Government being neutral in religion, that is, of its leaving the different faiths now planted in India to stand or fall, advance or decay, according to the truth and life inherent in them, without either frown or favour from Government. But the professed neutrality of Government schools is a fundamental breach of the principle, against which not one form of religion but all ought to protest. The position of Government may be neutral as between different faiths, but it is not neutral as between religion and irreligion, when it excludes all religion from its schools and ignores its very existence. To give an education which finds no room nor necessity for religion, is not to leave the minds of the pupils unbiassed, but strongly to bias them in an anti-religious direction. Experience has proved that this is the case in boys' schools. The total exclusion of religion from Government institutions has produced the impression not only upon the pupils, but the community generally, that their natural influence is one hostile to religion; and that, though the teachers in them are not free to say a word in favour of Christianity or any other religious faith, they are free to propagate principles antagonistic to all religious faith. If evidence of this is wanted, it may be found, gathered from Native sources, in Dr. Murdoch's *Letter to the Marquis of Ripon on Education in India*.

If such is the effect of the exclusion of all religion from schools for boys, it is likely to have a still more injurious influence in girls' schools. It is no doubt a great evil in a community when the women are wholly wedded to superstition; but it would soon prove a still greater evil if they were to be educated under influences that tend to kill the religious instinct. If Local Fund Boards and Municipalities choose to set up girls' schools in which no religion is taught, let them do so: the Government is then free from blame. But local bodies need not exclude religion, while Government must do so, and therefore is not in a position to avert the evil even if it would.

Secondly, I do not think that this is the time for Government to be setting up a new educational organisation of its own. All the objections made to the present system of boys' schools would hold good, and with even greater force, in the case of girls'. There would be the same unequal competition between Government and private agencies, to the discouragement of the latter, and the same progress in a direction contrary to the principles of the Despatch. Female education will in my opinion be most healthily advanced by being left to local and private agencies under encouragement and aid from Government. And with the progress of sound education among the women, the welfare of the community is most intimately bound up.

Ques. 48.—Is any part of the expenditure incurred by the Government on High education in your province unnecessary?

Ans. 48.—Apart from the reduction in expenditure which would result from carrying out the principles of the Despatch of 1854, I would point to the second class colleges at Cuddalore and Salem as an unnecessary expense to Government. The circumstances of these two districts do not seem to me in any way to justify the outlay involved in giving them colleges. Education is not specially advanced, so as to afford a large supply of students; neither district is far removed from Madras, and one of them is not far from Combaconum, and both have a line of railway making these educational centres easy of access. If it is said that the colleges cost very little, that to my view is one of the worst aspects of the case. A college without a sufficient and highly-qualified staff, cannot impart sound education or culture to the students. A few students under one or two teachers, who can only just cram them for the University Examinations, is an arrangement totally incompatible with the idea of liberal education.

Further, I am strongly of opinion that undergraduates of the University should be encouraged to go to the great centres of instruction and intellectual activity, where they will come under the influence of the ablest professors, have access to the best libraries and laboratories, and drink in the enlarging and stimulating atmosphere of fresh thought and enquiring ardour which can be found only at a large central college. Those who have passed through a University will acknowledge that the class-lectures are not the only nor the best boon an *alma mater* has to bestow, but the whole tone and influence of the place—its academic associations, the intercourse with fellow-students, and all the undefined influences which gather round a seat of learning. It is these which make a college or University a true instrument of liberal culture; and in no country is liberal culture for its students more required than in India. It is, therefore, not only a waste of money, but a distinct injury to sound and liberal education when insufficient colleges are set up at Dan and Beer-sheba to intercept the people lest they go to Jerusalem. It is at such narrow and small institutions that the pernicious ideas of dependence upon Government and a claim to be provided for by it are maintained and fostered. Their existence appears to me to be quite indefensible and the money spent on them worse than thrown away.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—I believe there is a tendency to raise primary into secondary schools unnecessarily and prematurely.

It would be a good check on this to give no grant to any secondary department until by the number of its pupils and the amount of fees collected, it had justified its existence.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—In my opinion a strict interpretation of the principle of religious neutrality does require the withdrawal of the Government from the direct management of colleges and schools. According to the application of the principle by the Government, religion is excluded from all Government institutions and its existence ignored. Now, as I have said under another question, this may be a neutral position as between different religious faiths, but is not so as between religion and irreligion, or between religious faith and no faith. The true principle of religious neutrality simply implies that the Government shall not favour one form of religion as against another, or use any pressure or influence to propagate one faith or check another. Religious faith is a matter of free conviction, and when a Government recognises this, acknowledges religious faith is beyond the sphere of its control, and leaves the various religions to their own truth and vitality, then it acts upon the true principle of religious neutrality. But if it ignores the very existence of religion and occupies a sphere in which religion should naturally find a place, but is excluded from it, then Government takes up a position practically antagonistic to all religion, and violates the most fundamental principle of religious neutrality. This is the position which the Government of India at present occupies in the sphere of education, and which it must continue to occupy so long as it is a direct educator. In order to be impartial towards all religions, it teaches none; but in teaching no religion while yet it teaches other subjects, it proves itself practically hostile to all religion. This is not a matter of theory, but of actual experience. The influence of Government colleges and schools is felt by the earnest part of the Native community to be anti-religious, and as being so, to be fraught with serious danger to the best interests of the social body. I have already referred to Dr. Murdoch's letter as adducing numerous Native testimonies to this effect. The Government can only be really neutral when it withdraws from the direct management of colleges and schools, and so permits the possibility of religious education being associated with what is commonly called secular, while it only aids that which comes within its own sphere.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, I do not think it desirable that it should retain under direct management one college in each province as a model to other colleges: 1st, because it is not necessary, aided colleges being as well-organised and efficient; and 2ndly, because I consider a Government

college a bad model, in that it recognises no religion, and is very expensive.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—I do not think that any rule can be laid down with reference to the proportion of European professors who should be employed in colleges educating up to the standard of the B.A. degree. I regard it as highly desirable and indeed necessary that there should be a considerable proportion of European Professors in the country to give the tone and standard to high-class teaching, but the same proportion need not necessarily be in every college. In the central colleges I think that for some time to come the staff should be almost entirely European.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—I think that Europeans are likely to be employed in colleges under native management, if it were for no other reason than that such colleges must hold their own in competition with others.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—I do not think that Government would be justified in maintaining a school or college merely for the benefit of one class of the population, whatever difficulty that class might have in respect of the religious teaching in other institutions. The natural remedy for such a difficulty would be that the class in question should establish an institution of their own, or send their children where such an institution already existed; in the case of a college that would be no hardship. In the last resort, a conscience clause would be a sufficient protection.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions on which Grants-in-Aid are given in this Presidency are in my opinion more onerous and complicated than is necessary. To some of these conditions I have already referred under other questions. I will only add here that the numerous forms and returns are a grievous burden. Not only when a new grant is applied for, but when an increase or transfer is asked an elaborate form must be sent in. Duplicates of complicated monthly returns have to be submitted for every school under inspection; and still more complicated annual returns for every department of a school. I was obliged lately to employ a new writer in my office for no other reason than the constantly increasing number of Government educational returns. The meagre aid given under the Grants-in-Aid scheme is thus subject to considerable reduction. No small part of my own time is given to attending to these matters, and a very large part of it to the management of the schools under me; but of course no grant is given on account of my educational work, as it is not direct teaching. The scheme is altogether cumbersome and inelastic. I believe that a general rule that Government would contribute a moiety of the total expense after deducting the fees would work better and of course much more simply than the

present complicated salary grants scheme. The Government would have only to satisfy itself, as it has to do now, that the schools were reasonably organized and doing efficient work.

In order to fulfil my duty as a witness before the Commission, I must beg leave to propose another question, in answer to which I may express my views regarding one of the most important aspects of the whole subject. The question I propose is this:—

Supplementary Question—

**Ques. 71.*—Has the educational administration of late years in your province been on the whole in accordance with or contrary to the policy prescribed in the Despatch of 1854?

Ans. 71.—In answer to this I feel bound to express my judgment that the administration of the late Director of Public Instruction, Colonel (now General) Macdonald, was in many special points and in its general tendency directly opposed to the fundamental principles of the Despatch of 1854.

In order to substantiate this opinion, I beg first of all to state what appear to me to be the fundamental principles of the Despatch of 1854:—

(1) Her Majesty's Government declare that they have been led to the

"conclusion that the most effectual method of providing for the wants in India in this respect will be to combine with the agency of Government the aid which may be derived from the exertions and liberality of the educated and wealthy Natives of India and of other benevolent persons."

"We have therefore," they say, "resolved to adopt in India the system of grants-in-aid, which has been carried out in this country (England) with very great success; and we confidently anticipate, by thus drawing support from local resources in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

(2) In accordance with this central principle, the following are laid down as general lines of administration:—

"We desire to see local management under Government inspection and assisted by grants-in-aid taken advantage of whenever it is possible to do so, and that no Government schools shall be founded for the future in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

Further, the maintenance of Government institutions, especially those of the higher order, was intended only to be temporary, for Her Majesty's Government

"look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of and aided by the State."

(3) These principles were to be applied to all India, but Madras is expressly mentioned as even in 1854 a suitable field for at once carrying out the whole scheme:—

"In Madras, where little has yet been done by Government to promote the education of the mass

of the people, we can only remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India; and that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-Vernacular institutions, only where no such places of instruction at present exist, which might by grants-in-aid and other assistance adequately supply the educational wants of the people."

It would be out of place for me here to prove how well justified was the confidence of Her Majesty's Government in the operation of the grant-in-aid system in this Presidency, by tracing the rapid growth of aided education in every department of it as soon as the grant-in-aid scheme was set in motion. Suffice it to say that the efforts to which the Despatch refers with satisfaction were not only continued but increased, and aided institutions occupied a large part of the field and were thoroughly efficient in every department of instruction. Neither is it necessary for me to tell how the principles of the Despatch of 1854 were from time to time re-affirmed as their wisdom was justified. I will only quote two sentences from the order of the Madras Government on the Director's Report for the year 1876-77—

"Looking therefore to the increasing demands upon the State for grants-in-aid, and the cheapness of the system, it is as much the true as it is the admitted policy of Government since the Despatch of 1854 to reduce gradually expenditure on Government institutions, where there is private, local, or municipal school doing equally good work and capable of continuing it. The Director will bear this principle in mind, and wherever and whenever the opportunity occurs, act in accordance therewith."

Let us now see (a) how Colonel Macdonald's action agreed with these principles and instructions, and (b) how he defended his action when it was challenged. Both will, I think, show that he, so far from carrying out, endeavoured to reverse the policy of the Despatch.

(a) Under the first head I beg to point to these facts:—

(1) During the period of Colonel Macdonald's administration, the sum expended in grants to aided institutions practically remained stationary, although the number of these was rapidly growing and calling for increased aid. At the same time the expenditure on direct Government education was largely increased. According to the principles of the Despatch, the increase should have been entirely on the other side.

(2) Government institutions were extended, as, for example, by the institution of new school classes in the Presidency College, and the establishment of new Government Colleges at Cuddalore and Salem. In all these cases the extension was utterly indefensible. Of the Cuddalore and Salem Colleges I have spoken under question 48. As to the re-opening of certain school classes in the Presidency College, this measure was adopted not because there was any lack of efficient schools in Madras, but solely in order to strengthen the Presidency College in its competition with the Christian College.

(3) In a speech delivered at the Anniversary of the Presidency College in May 1879, Colonel Macdonald explained that the institution of secondary colleges at Cuddalore and Salem was only the beginning of a scheme for establishing

(4) Large savings having been effected by the reduction of the scale of grants in aid, this sum was turned aside from the encouragement of aided education to the extension of the Government Department. My authority for this statement is one which cannot be questioned, namely, the present Director of Public Instruction. In a letter to the Madras Government of 20th May 1881 Mr. Grigg says—

"I regret to say.....the savings with those effected under G. O. dated 24th December 1878, and those in the redistribution of grants recently effected, aggregating about Rs. 40,000, have been more than swallowed up by the increased cost of Government agency."

Mr. Grigg then gives a table from which it appears that the expenditure on inspection and Government Arts Colleges and schools grew from Rs. 5,59,663 in 1878-79 to Rs. 6,06,860, the estimated cost in 1881-82.

"Whilst on the other hand the grants-in-aid from Provincial Funds for boys' and girls' schools of all kinds have fallen from Rs. 2,86,974 in 1878-79 to Rs. 2,69,036 in 1879-80, whilst the regular estimate for 1880-81 was Rs. 2,71,400. From the annexed statement it will be observed that in Madras alone the expenditure on Government institutions rose from Rs. 77,992 in 1878-79 to Rs. 87,469 in 1880-81, while the grants-in-aid have fallen from Rs. 92,051 to Rs. 67,581."

It is unnecessary to add the table, as Mr. Grigg's letter is before the Commission. The figures quoted show, I think, conclusively, a complete reversal of the principles of the despatch.

(5) Colonel Macdonald introduced an elaborate scheme of gradation for all the officers of the Government Educational Department, which not only implied the permanence of the department on a scale certainly not less than the present, but tended to consolidate and confirm it, so that it should be impossible to reduce it hereafter.

(6) I point, lastly, under this head to the treatment of the Madras Christian College as an illustration of how Colonel Macdonald dealt with an aided institution. The Madras Christian College is the largest institution in Southern India, and the one most fully representative of aided education, inasmuch as it draws its students from all parts of the presidency and all classes of the community, and many educational bodies are represented on its Council. Although the college steadily and rapidly increased, and its cost necessarily grew, increased aid was repeatedly refused to it from 1871-72 onwards. Not only so, but in 1879-80 restrictions were issued which had the effect of reducing the grant from 19 per cent. to 14 per cent. of its expenditure: and all protest was in vain. At the same time it must be remembered that the Government was spending on the rival Presidency College more than six times the grant to the Christian College, and increasing that expenditure, although the aided college was doing much more educational work. Redress has at length been obtained, and the grant to the Christian College been raised from Rs. 690 to Rs. 1,060 a month. No better evidence could be given of the injustice of Colonel Macdonald's action.

(b) As to Colonel Macdonald's defence of his policy, it will be found in full in the *Educational Papers* printed by the Committee representing Missionary Aided Education, and of which copies are in the hands of the Members of the Commis-

Government education as managed directly by himself was decidedly superior to all aided education, and that accordingly it was his duty, notwithstanding the Despatch of 1854, to encourage the former rather than the latter. In paragraph 11 of his letter dated 17th March 1880 he says:—

"If Native gentlemen do not generally set up schools in opposition to Government schools, it is probably because they are satisfied with the system on which these schools are worked. They are no doubt aware that as a general rule Government schools are much more efficient than aided schools, whether Missionary or secular.....If the few Government colleges and schools which exist in this Presidency were made over to the management of local committees of Native gentlemen, the inevitable effect would be a general lowering of the standard of education. Such a measure would probably be favourable to Missionary enterprise, for it would reduce all schools to the level of the Mission schools, and it would be easier for Mission schools to compete with Hindu schools than with Government schools, but it would be disastrous to the cause of sound learning."

Again, in paragraph 13 of his letter of 27th June 1880, Colonel Macdonald says:—

"Under the system now pursued all schools in which English is taught, whether Government or aided, are rapidly becoming self-supporting. It has been shown that some are already self-supporting, and, if both classes of institutions are maintained, it is probable that in a very few years they will cost the State nothing, and may then be largely multiplied. It is possible that if this had been foreseen when the Despatch of 1854 was framed, the Despatch might have been somewhat differently worded....In many cases it is cheaper now for Government to have a school of its own than to give a grant to an aided school. It is undoubtedly the fact that, although a few Government schools have been occasionally closed, no general measure for closing Government schools and replacing them by aided schools has been proposed in this Presidency, but in this respect the course pursued here does not differ from the course pursued in other parts of India."

I am not called upon at present to controvert Colonel Macdonald's views as expressed in these extracts, to show what "the few" Government colleges, and schools cost, or to estimate the danger of all schools falling to the level of Mission schools, seeing it is a Mission institution which not unfrequently heads the University lists in this Presidency. I merely cite the above passages in order to show what were the ruling principles of his administration. It is plain that the policy prescribed in the Despatch found no favour with him, and that what he aimed at was the permanent continuance of Government institutions and their extension. He encourages the establishment of Government schools rather than the giving of grants on the ground that "in many cases it is cheaper now for Government to have a school of its own than to give a grant to an aided school." The provisions of the Despatch are in his view no longer applicable, for if the cheapness of Government institutions had been foreseen when it was framed, "the Despatch might have been somewhat differently worded!" In the large and liberal policy of the Despatch which seeks to foster "a spirit of reliance upon local exertions and combination for local purposes," Colonel Macdonald not only does not himself believe, but manifestly thinks the authors of the Despatch did not believe. If only Government institutions were as cheap as aided institutions, then they must appear in all respects manifestly preferable. With such views it is not to be wondered at that under Colonel Macdonald's administration the policy of the Despatch was distinctly reversed.

Of Mr. Grigg's administration I am not called upon here to speak. He is necessarily to a large extent bound by the action of his predecessor, and a systematic and deeply rooted policy cannot be reversed in a day. I gladly acknowledge, however, that in various instances Mr. Grigg has shown his disposition to be fair to aided institutions and loyal to the principles of the Despatch. His declared intention of extending Government girls' schools I must note as an exception.

APPENDIX TO EVIDENCE OF THE REV. W. STEVENSON.

No. 2301.

Proceedings of the Director of Public Instruction, dated 18th May 1881.

Read the following letter from the Executive Missionary Education Committee, Madras, to H. B. GRIGG, Esq., M.A., Director of Public Instruction.

We have the honour to lay before you the following remarks regarding the operation of the new Grant-in-aid Code, and beg that you will kindly give your favourable consideration to the modifications we venture, after careful deliberation, to propose.

2. The new Code has now been partially in force for more than a year, during which time we have had experience of its operation. As soon as introduced, its effect on boys' schools was to reduce all half grants for servants and contingencies. On girls' schools the effect was the same, except where there were fully qualified mistresses, in whose case the half grant was continued. These changes entailed in many cases a very heavy reduction of grants, and therefore a serious diminution of resources. If the code is brought into full operation, as at present provided, on 1st April 1882, there will be a still further reduction which will inevitably bring many schools into serious difficulties. The prospect of this, and the desire, if possible, to avert it, must be our apology for coming before you now.

3. The late Director of Public Instruction, in his Proceedings of 5th March 1880, allowed to managers of aided schools two years in which to substitute teachers with Normal certificates for those holding ordinary or general certificates, or in some cases no certificates at all. The experience of the past year, however, has made it abundantly clear that the change cannot be effected within that time. There are two insuperable obstacles:—First, there is not a sufficient supply of Normal teachers available, nor is there likely to be for some time to come. There is especially a deficiency of Normal teachers whose vernacular is Telugu. Secondly, it is impossible to dismiss old teachers, many of whom are good teachers and have done good service for many years, simply because they have not Normal certificates. It would be manifestly unjust to cast them out of employment and deprive them of the means of livelihood without giving them either a pension or a large gratuity. But the managers of aided schools have no means of making such provision.

Should the new Code, then, be brought into full operation while Managers are placed in these circumstances, it would entail such a reduction of grants as would seriously cripple the educational operations of many societies. Instead of the half and third grants received prior to 1st April 1880, schools would receive, on account of most of their teachers, only a fourth or a fifth grant, or in some cases none at all.

We beg, therefore, very respectfully to request that the concession granted to old teachers for two years be extended during the term of their holding office. In our opinion this is the only arrangement that will properly meet the case. We believe that old teachers will be retiring as fast as normally-trained teachers are produced to take their places. Apart from this, however, we submit that Managers ought not to be put in the position of either having to dismiss old teachers for no fault of theirs, or to content themselves with a lower grant than is available. We do not know how old teachers are to be dealt with in Government schools, but we do not think that Government should insist on Managers of aided schools dealing more harshly with their old servants than it does with its own. We may mention also that when the new Education Act was introduced in Scotland, old teachers received certificates according to their qualifications and service. Some such mode might be adopted here.

4. With reference to the proportion of grants laid down in the Code for different certificates, we beg to suggest the following modifications:—

(a) We request that the fifth grant may be done away, and that a fourth grant be given on account of teachers holding a general certificate. At present, in very many cases, it is impossible to secure for vacancies teachers having any better qualifications,

and it does not seem accordant with the intentions of Government that only a fifth grant should be given for the best teachers that are available. Even a fourth in such circumstances cannot be regarded as very liberal aid. There is no danger of this concession encouraging the employment of less qualified men, as Managers would certainly prefer teachers with normal or ordinary certificates, if either could be got.

(b) We request that men holding an ordinary certificate receive a third grant, the same as is given to those holding a Normal certificate. In order, however, to raise the value of the ordinary certificate and to put a sufficient premium on the Normal certificate, we beg to suggest (1) that an ordinary certificate be given only after three years' experience in teaching, and (2) that the normal school course be only six months, instead of a year, the shorter time appearing to us quite sufficient. These changes would put men with Normal and those with ordinary certificates on the same level in respect of aid, but the normally-trained man would have the immense advantage of being able to acquire his Normal certificate in six months, while the ordinary certificate would demand the experience of three years. Managers would also, of course, employ the former class if they were available. But at present few men, except those holding general certificates, can be got, and it seems only fair that if they fulfil the conditions required for ordinary certificates they should be put on a level with normally-trained men. It may even be not unreasonably maintained that three years' experience in teaching for well-educated men, together with such a study of method as will enable them to pass, and an Inspector's certificate of teaching-power, testifies to as high qualifications as a Normal certificate.

5. The new Code is intended specially to encourage female education, but the provisions intended to effect this end fail in respect of Native girls' schools for two reasons:—

(a) The half grant given to qualified schoolmistresses can be taken advantage of only in a few cases, owing to the very small number of this class of teachers. A Telugu-speaking mistress with a certificate is hardly to be got, while those speaking Tamil are still very few in most parts of Southern India. Male teachers, accordingly, must be employed in girls' schools; and the same rules apply to them as to those in boys' schools. In fact it may be said that the girls' schools are at a greater disadvantage, for it is only the less qualified teachers who are willing to serve in them. We would beg, therefore, that the privileges granted to mistresses in girls' schools be extended to masters in the same schools until a sufficient supply of competent schoolmistresses is available.

(b) The cessation of all grants on account of servants has borne very hardly on girls' schools. For it is necessary to employ in them a large number of matrons or conductors to look after the girls coming and going from school. In the present state of Hindu society, and while very young girls only attend school, these women cannot be dispensed with. The same backward state of female education that renders them necessary renders necessary also the special fostering of Native girls' schools. We think, therefore, that a grant ought to be given on account of servants of this class.

This letter will be communicated to the Inspectors of Schools, the Inspector of girls' schools, and to the Principal of the Government Normal School, for early remarks.

H. B. GRIGG,
Director of Public Instruction.

Cross-examination of THE REV. W. STEVENSON.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 2 you say that "it would be found in many cases that schools are carried on by men who had resorted to teaching simply in default of obtaining all other means of livelihood." In answer 4, however, you admit that "the spread of education is creating a large class of men who look to teaching for a livelihood," and that these men could be made use of in extending primary education. There is an apparent conflict between these statements. Will you kindly explain how you wish to be understood?

A. 1.—I think it will be fully understood if you note what I have said with reference to the establishment of Normal schools.

Q. 2.—With reference to answer 2, may I ask you to explain how it is that while in the case of salary grant schools you plead for indulgence to uncertificated teachers, yet in the case of results grant schools, in which the grant is determined not according to the qualifications of the teacher directly but according to the results produced, you hold a Normal certificate to be an indispensable condition of efficient teaching?

A. 2.—I do not hold that every uncertificated teacher even in a result grant school should be compelled to produce a certificate. Exceptions may be made there just as in salary grant schools. At present, however, the uncertificated teachers in salary grant schools are the exception. In results grant schools they are the rule.

Q. 3.—With reference to answer 6, I find that only 1 in 7 of the boys and 1 in 80 of the girls have the benefit of elementary instruction in the Chingleput district. Is it your opinion that, in such a state of things, there is no necessity for Local Fund and Municipal Boards taking any direct action in the matter of primary education?

A. 3.—I think it is necessary that they should take direct action in encouraging primary education on an aided basis, but not in establishing schools of their own.

Q. 4.—With reference to answer 16, what has so far been shown in the Tanjore district seems to me to be not that there is no lack of wealthy men willing to contribute to the maintenance of educational institutions, but simply that there is no lack of intelligent and educated men willing to maintain themselves by means of educational institutions. Even as regards the Town school, during the whole period of its existence, there was little or nothing in the way of private liberality. Have you anything further to say in explanation of your answer?

A. 4.—No. I simply believe that, even if Government were to withdraw entirely from the direct work of education in Tanjore, it would be sufficiently maintained by the Natives themselves or by other independent bodies.

Q. 5.—In answer 16 you say, "I do not think there would be any great obstacle to Government entirely withdrawing from direct operations in that district." Do you wish it to be understood that, in your opinion, even the Provincial College at Kumbakonam may be safely transferred to the management of a local Native body. In the event of such transfer being made, how do you propose

to solve the difficulty as regards the provision of funds, seeing that out of a total expenditure, of Rs. 32,637, only Rs. 11,011, or about a third of the expenditure, was met by fees, and that no Grant-in-aid Code that has yet been devised gives a grant amounting to two-thirds of the expenditure?

A. 5.—I do. I do not think it is necessary for me to go into the details of that matter. Only I am sure that if Government should resolve to give up that college, the people of Tanjore would find the means of maintaining it.

Q. 6.—With reference to answer 20, in which you say that "a teacher who gives an hour or an hour-and-a-half to religious instruction must give four full hours besides to secular subjects or forfeit the right to any grant," are you aware that teachers in Government schools devote at least five hours a day to secular instruction. If so, what is the injustice of demanding four hours in the case of aided institutions?

A. 6.—I do not know that all teachers in Government schools do devote five hours a day to secular instruction, but I know that in some aided schools a Christian teacher devotes two hours or more to religious instruction and two or three hours besides to secular instruction.

Q. 7.—Should grants be given in proportion to the number of hours given to secular instruction, a fourth for one hour, a half for two hours, the secular instruction given might become a mere adjunct of minor importance as compared to other kinds of work in which the teacher might engage, and to which he might devote his best energies and attention. Is not that an evil to guard against?

A. 7.—Certainly.

Q. 8.—In answer 24 you say that Government could be trusted to apply a proper remedy to unhealthy competition if it were not itself a direct educator and therefore an interested party. Will you kindly specify the instances, some if not all, in which such unhealthy competition exists, and in which Government is disabled from applying a proper remedy by reason of the conflict between departmental interests and other interests?

A. 8.—I don't know that I can specify any instance. I say that I don't know how far there is unhealthy competition in the Presidency, but I express my decided conviction that so long as Government is a direct educator, it cannot be a thoroughly impartial and trusted judge.

Q. 9.—In answers 26 and 27 you seem to attach to the term "useful and practical information" a meaning somewhat different from that intended by those who framed those questions. Understanding by practical information such information as is likely to be of use in the various pursuits of life, kindly state whether the instruction imparted in secondary schools is calculated to achieve this end.

A. 9.—If we regard that the legitimate end of secondary schools is to convey information that is useful in practical life, I do not know that any better scheme can be substituted than the present. I have not thought much about the subject from that point of view.

Q. 10.—In answer 37 you urge, as one of the reasons for the withdrawal of Government from direct operations, that "considerable funds" would be set free. May I ask you to state approximately what amount would be thus set free?

A. 10.—I don't think I can venture to answer that question on the spur of the moment, but if I had a little time I could show that a considerable amount would be set free, which if applied to encourage aided education would call into operation a still larger sum.

Q. 11.—With reference to answer 42, in which you consider it to be a mistake that Government should open new girls' schools, may I ask you whether such action on the part of Government is not rendered absolutely necessary by the apathy of local bodies; and whether you do not think it desirable that Government should initiate the movement and conduct the work until such time at least as local bodies were willing to take the work into their own hands?

A. 11.—No, I do not think that Government should go on to establish girls' schools of its own. I do not find that where girls' schools are established they are taken as a model, but they are rather supposed to occupy the field so as to exclude others.

By MR. FOWLER.

Q. 1.—In answer 2 you say, "As yet only an imperfect and unsystematic beginning has been made." Would you kindly explain what in particular you refer to as *imperfect* and *unsystematic*?

A. 1.—I think I show it by showing how small a proportion of the population is being educated, and how inadequate the quality of the education is.

Q. 2.—But does not the result system apply generally?

A. 2.—Yes: but there is no system of establishing schools devised to overtake the mass of the people.

Q. 3.—In answer 4 you express the opinion that Local Fund Boards and Municipalities may make use of indigenous schools. Have you observed the following in the Report of the Director of Public Instruction? He is speaking of the increase of schools to 5,845 in 1880-81 against 2,414 in 1870-71, and says: "The increase, I need hardly state, is mainly confined to small village and verandah or pyal schools, either of long standing or of recent origin, which have gradually been brought under the influence of our educational system, and are now beginning in some measure to reap the reward of the perseverance of their teachers." Does not this show that the indigenous schools have been very largely made use of?

A. 3.—I did not imply that this was not being done, but that it might be done to a greater extent.

Q. 4.—In answer 12 you write, "There are few villages where a fairly qualified teacher need be afraid of opening a school on the results system." Does not this, if a fact, argue for the suitability of the system to the extension of education?

A. 4.—I think, certainly, that the result system is the proper one for aiding primary education.

Q. 5.—In your answer 14 you suggest a modification of the grant-in-aid rules to admit of

larger aid being received for primary and specially for girls' schools. Are you here referring to the salary grant or to the result grant rules?

A. 5.—I had specially in view the salary grant system.

Q. 6.—In answer 15 you say, "I have known of some Taluk schools being closed when they were emptied by the competition of private schools." Do you refer to Trivellore?

A. 6.—I included Trivellore.

Q. 7.—A little lower down you say, "Aided institutions have not been encouraged." Is it a fact that the Free Church school at Trivellore received a considerable grant from Government, while the Government Taluk school existed?

A. 7.—It is quite true.

Q. 8.—Did the Director abstain from raising the standard of the Trivellore school to the level of the Free Church school?

A. 8.—The standard was not raised.

Q. 9.—Then the Government did actually aid a rival school to its own, and helped to enable the rival to beat its own out of the field?

A. 9.—It did. On this point I beg to add the following extract from the Report of the Director of Public Instruction for 1872-73:—

"It may be observed that the school of the Free Church of Scotland's Mission at Trivellore was established after the Government school, and that originally it was of a lower stamp; its standard has gradually advanced, and in the course of last year the Managers applied for increased grants with the avowed object of enabling it to prepare boys for the Matriculation examination. As the above contemplated was not approved, Government declined to sanction the increased grants applied for."

Q. 10.—Among the statistics on page 65, Rs. 5,857 is given as the total charge for the Female Boarding School. Does that include *instructional* charges only?

A. 10.—Yes. I think so. I am not sure, however.

Q. 11.—In answer 35 you write, "The names of all who pass the primary examinations are published in the Gazette." Are you aware that this applies only to the upper primary?

A. 11.—Yes, it is only the Upper Primary.

Q. 12.—In answer 24 you say, "In such a position Government would have an influence in shaping the whole education of the country, which it can never attain so long as it is itself an interested competitor."

But one main contention throughout your evidence is that Government already exercises too much control over aided schools. For instance, in your 35th answer you say, "The effect of the system" (of minute regulation and control) "is to bring all schools within one rigid and inelastic system, to reduce all education to one dead level, and so to check the development of natural character and ability." Are not these positions somewhat antagonistic?

A. 12.—Government should exercise an influence, but not interfere with details of school management and the like.

By THE REV. WILLIAM MILLER.

Q. 1.—How many instances have you known in which Government schools were closed, as referred to in your answer to question 15?

A. 1.—I know of a case at Trivellore, and another at Ellore, and of various cases in which Taluk schools were done away, or the standard reduced when there was no aided school to take their place. These are the only instances that have come to my knowledge. I do not think there can be many, if any, others which I have not become acquainted with.

Q. 2.—You appear to be well acquainted with one of these cases—Is it so?

A. 2.—It is: with the case of Trivellore.

Q. 3.—Had the people in that case shown a distinct preference for the aided school?

A. 3.—A decided preference, as the aided school was gradually increasing and the Government school gradually declining.

Q. 4.—Was the superior popularity of the aided school due to laxity and irregularity in management?

A. 4.—Certainly not.

Q. 5.—Did you find that the Government school was readily closed when the people had thus shown their preference for the aided institution?

A. 5.—By no means. I represented the state of the case to Government in the year 1871, when I pointed out the main facts of the case: how the aided school was able to overtake the education of the place, and how this was in every respect a case in which the principles of the Despatch might be applied; but the Government school was not closed till 1875-76. When it was closed I applied for the use of the building, which was refused.

Q. 6.—Have you any reason to think that any considerable section of the people have repented of the preference shown by them to the aided school?

A. 6.—They have shown no sign of such repenting.

Q. 7.—Can you give any examples of the efficient institutions under Native management to which you refer in your answer to question 16?

A. 7.—Vizagapatam, Masulipatam, Nursapore, Bezwada, and many more.

Q. 8.—Is there anything special in the circumstances of the places where such institutions exist?

A. 8.—I believe that, generally speaking, in all such cases mission institutions previously existed.

Q. 9.—Can you inform the Commission whether such examples of self-help are to be found in places where Government has established schools of its own?

A. 9.—I am not aware of any such instances. It is not to be expected that where Government maintains an institution, rival institutions should be set up.

Q. 10.—Would you draw from these facts the inference that the free development of one class of aided schools has a tendency, whether from the force of example or the force of opposition, or partly perhaps from both, to propagate all kinds of independent education?

A. 10.—I do not think that the inference can possibly be avoided. The induction, so far as it has gone, is in my opinion complete. I believe that in Madura a rival institution was set up in opposition to the Zillah school when the latter had fallen into temporary disorder, but was given up when the Zillah school was again brought into a healthy condition.

Q. 11.—Have you any reason to think that there has been partiality in favour of Mission schools?

A. 11.—I have no reason to believe that there has been any partiality in favour of Mission schools.

On this point the following extract from the Report of the Inspector of Schools, Presidency Division, for 1875-76, is a sufficient illustration:—

"Pacheappah's School, Cojaveeram.—The small percentage of fee collections to total charges in this school, 29.45, has already been noticed in paragraph 69. A comparison between it and the Free Church school at the same station can hardly be avoided.

The following are some of the figures:—

ANNUAL COST OF EDUCATING EACH PUPIL.	To Government.		Pacheappah's School.		Free Church Mission School.	
	Higher.	Lower.	Higher.	Lower.	Higher.	Lower.
Total.	131 1/2	15	65 1/2	29 1/2	124	124
Department.	Higher.	Lower.	Higher.	Lower.		
Percentage of fees to charges.	20 45	40 54				
FOR THE OFFICIAL YEAR 1875-76.	Cost to Government.		Total charges.		Fees.	
Passed in 3 years.		2,321	4,087	3,250	1,019	1,310
NUMBER OF	Pupils.		Matriculation Class.		Pupils.	
	139	139	10	15	139	139
INSTITUTION.	Pacheappah's School.		Free Church Mission School.			

While, therefore, the out-turn of work as tested by the Matriculation examination of the University has been greater in the Free Church than in Pacheappah's school, Government contributed in 1875-7 Rs. 2,321 to the latter, against Rs. 1,191 to the former. In the higher department of Pacheappah's school each pupil costs annually Rs. 131-8-0 on the whole, and Rs. 65-8-0 to Government, while in the Free Church school the total cost is Rs. 65-8-0 as that to Government Rs. 28-8-0; in other words, the total cost in the Free Church school is precisely the same as the cost to Government in Pacheappah's.

Q. 12.—You say in your answer to question 2 that the name of Government is sufficient to command the adherence of the people. Have you any

ground for judging that there is so strong a prejudice as this would indicate in favour of Government as against non-Government institutions?

A. 12.—I simply speak from the observation I have made on such matters in an experience extending over many years, and I think it would be corroborated by those engaged in aided education. I can quite understand that it should not be felt by gentlemen engaged in Government education, because it is only those who have to swim against the stream that can estimate the real force of the current. I should like to add that this prejudice varies in different localities, and in Madras it is not so strong as it was 15 or 18 years ago. One has remarked the liberalising effect which Madras has on those who came from the mofussil. Young men think it the right thing to enter at first the Government institutions, but find courage afterwards, if for any reason they choose to do so, to get transfers to an aided college. I have known even cases of scholarship-holders getting their scholarships transferred.

Q. 13.—But did this transfer of scholarship-holders arise from special attractions being held out to them in the Christian College?

A. 13.—I have never heard of such attractions being held out; and if there had been any such, I must have heard of them.

Q. 14.—You say that missionary bodies feel themselves handicapped and discouraged:—Is this the real reason why missionaries advocate the withdrawal of Government from direct education?

A. 14.—I can't profess to be able to expound the motives of Missionaries generally, but, in so far as I know, Missionaries want nothing but a fair field and no favour.

Q. 15.—But is it not a fact that Missionary schools would benefit by the withdrawal of Government?

A. 15.—That is a very doubtful question. In some cases they might, but probably in more numerous cases they would be the losers. I have heard Missionaries say that they would rather compete with a Government than a Native institution. In other cases I do not see how the Mission institution could benefit by the withdrawal, e.g., the Christian College, the class rooms of which are overflowing and candidates turned away.

Q. 16.—Why then do Missionaries advocate the withdrawal of Government?

A. 16.—I am not sure that all Missionaries do so; but, in so far as they do, I believe it is because they think it would be for the benefit of the locality as a whole, and would enable Government to take a perfectly impartial and neutral position.

Q. 17.—I have heard it said that the late Director's policy was not adverse to aided education generally, but only to one class of it, viz., Mission schools: What do you think on this point?

A. 17.—I do not think that this charge can be brought against the late Director. I think that he was on principle in favour of direct Government education as against all independent agencies. In support of this I submit an official paper showing the action which Colonel Macdonald proposed to take at Rajahmundry, where there is no Mission education.

From H. B. Grace, Esq., M.A., Director of Public Instruction, to the Chief Secretary to Government, dated October 12th, 1882, No. 55-N.

In March 1879 my predecessor proposed the amalgamation of certain schools—Government and

aided—in Rajahmundry into one large Government middle and primary school, and suggested the erection of a building for the new school. In their Order, No. 160, dated 3rd May 1879, on this letter, the Government demurred to approving a measure which involved the abolition of certain aided schools in favour of a Government school, and called for a report on the general question raised. To this reference Colonel Macdonald replied in letter No. 2213, dated 28th May 1879, on which no orders have as yet been passed, but in a memorandum dated 4th August 1879, No. 1538, they required an estimate and plan of the proposed building and a report as to the funds available. Plans and estimates were accordingly submitted to Government with the Director's letter dated 20th April 1880, No. 1668. The estimates, which Colonel Macdonald seems to have approved, amounted approximately to Rs. 30,000 including supervision, &c. After some further correspondence, by Government Order dated 12th June 1880, No. 213, the papers and plans were forwarded to the Director of Public Instruction in view of an accurate estimate being obtained. These plans and estimates were sent to me for remarks, which I submitted in my letter No. 1752, dated 25th April 1881, in which I stated that I considered the provision insufficient, but deferred making any final recommendation until I had visited Rajahmundry. This I hoped to have done before the close of the year; but other duties have hitherto interfered with my proposed tour in the Northern Circars.

2. It will be observed that the scheme has not as yet been sanctioned by Government, and I now beg to suggest that it be abandoned, for the following reasons:—

(a) A building of suitable dimensions and character can hardly be erected for a sum much below forty thousand rupees, whilst, now that the estimate for the Chittoor High School building has been sanctioned, the present liabilities of the Building Fund approximately equal the assets. On the other hand, I feel sure the Government would never approve the expenditure of so large a sum from Provincial Revenues, especially when it is considered that the people of the town, who are already favoured with a Government college and high school, will contribute comparatively nothing towards the outlay.

(b) The improbability of the school, when established, being able to hold its own against the competition of private schools. Already the upper fourth class of the Government college, which numbered some sixty-four boys in 1879, had dwindled down to thirty-five at the end of the last session, thus requiring the services of one teacher to be dispensed with. The future prospects of the class, which represented not one-third of the aggregate strength of the upper fourth classes in the town, was so uncertain that, after consulting the Principal, I have resolved to discontinue the class, thus effecting a gross saving to Provincial Funds of Rs. 100 monthly, and to throw all education, excepting that for Muhammadans, on private aided agencies. I anticipate that the result will be improvement of the middle schools of the town, which, Mr. Mercall informs me, possess adequate teaching power, but, with one exception, do not thrive, partly in consequence of the indifference of those most concerned.

(c) Lastly, I consider, in an important town like Rajahmundry, where the desire for

education is strong, that the Municipal authorities and the citizens generally should be impelled to provide the middle and primary education for the young people of the town.

By THE REV. DR. JEAN.

Q. 1.—You say in your 2nd answer that you cannot regard even the gaining of a comparative-large grant as indisputable evidence of the efficiency of a school; and the reason why that is our impression is that grants are sometimes won easily. Please, do you mean that the standard instruction in primary schools is not high enough, is your meaning that examiners do not always come up to the standard, or that they show no partiality towards some schools?

A. 1.—I do not say that there is any partiality; I think that sometimes the examiners do not come quite up to the standard laid down.

Q. 2.—Do you think that if a school were conducted by teachers of defective qualifications, the results of the examinations would not give sufficient evidence of the inefficiency of such school?

A. 2.—Not always.

Q. 3.—Under the same answer 2 you say that it seems to you that only in connection with local self-government will it be possible to develop a system which may in course of time overtake the education of the mass of the people. May I ask you, as local self-government will fall into the hands of a few influential and high caste men, considering how caste prejudices are still alive in this country, is it not to be dreaded that such men will really care for the education of the children of the low caste, and will care but little about the education of others?

A. 3.—I think that Government would exercise sufficient check to prevent that.

Q. 4.—Will self-government be a reality if the present Government has to interfere?

A. 4.—Even the local self-government must be under the control of the Supreme Government.

Q. 5.—Considering that the number of teachers required to conduct the work of primary education in this country amounts to many thousands, is it not to be feared that, if the rule suggested by you, that after due time no teacher should receive a grant who is not duly qualified, be strictly applied, many schools will be left without teachers?

A. 5.—Everything in this case must be done gradually.

Q. 6.—Under answer 3 you say "that you do not think that any class in this Presidency would now venture to throw any obstacle in the way of the extension of education to any other." You are then unaware of what still happens in some places? I note the words which another witness, Mr. Cecil F. Barrow, will read before this Commission: The influential classes are gradually taking broader views and ceasing to feel jealous of others having the same educational advantages as themselves; but this does not apply to the wretched herumars who are ground down and treated with the utmost contempt. Were a cherumar to be seen with a book in his hand, it would probably be seized and torn away by some passer by. This is actually occurred," &c.

A. 6.—There may be such cases of which I am not aware. I speak only in general.

Q. 7.—As regards the taking of fees in primary schools (A. 15), would you object to the question whether fees ought to be taken or not, in the case of poor girls' schools, being left to be decided by the Manager of such schools?

A. 7.—Oh certainly not; I think that a discretion must be left to the Manager, especially in such cases?

Q. 8.—(A. 15, para. 3.) Do you really think that there is generally more rivalry between a Government school and an aided school existing in the same place, than between two aided schools existing in the same place?

A. 8.—No.

Q. 9.—Under answer 19, if male teachers in girls' schools were given higher grants than male teachers in boys' schools, would not the latter be tempted to give up their work in boys' schools, and is this desirable?

A. 9.—I do not think they would be tempted, because the teachers in girls' schools receive, as a rule, lower salaries than the teachers in boys' schools; not the teachers, but the Managers receive the benefit of the grant.

Q. 10.—(A. 20.) Is your meaning that a teacher who devotes, say, 8 hours to secular teaching, and 1 hour to religious teaching, should be treated by Government as a teacher who devotes 4 hours to secular teaching?

A. 10.—No. He should simply receive a grant in proportion to the time which he devotes to secular instruction?

Q. 11.—With reference to answer 23, do you think that if a Government and an aided school exist in the same place, and the fees exacted in the former are notably higher than the fees exacted in the latter, that difference of fees will not secure a good supply of pupils to the aided school, and, besides, that it works well?

A. 11.—I believe it would have a considerable influence in that direction.

Q. 12.—If so, what prevents it from being influential and stable, even though in competition with a Government school?

A. 12.—Under such conditions it might be possible.

Q. 13.—In your answer 24 you say that "one of the best reasons for Government giving up its direct operations is that it would thereby be placed in an impartial position from which it could regulate all other operations;" and again in your answer 36 you say that "so long as it is a rival to other educational agencies, it cannot be an impartial judge over them, and until it is in an entirely neutral and impartial position, it cannot command the confidence of independent bodies." Would you kindly tell me why Government, though having its own institutions, should find it more difficult to be an impartial judge over other institutions, than a judge who has his own children finds it difficult to be an impartial judge over the children of other men?

A. 13.—The two points I emphasize are 1st that Government cannot be an impartial judge between its own and independent institutions; and 2nd that it will not be accepted as an impartial judge by independent bodies until it ceases to be a direct educator.

Q. 14.—(A. 31.) Would you not exempt from undergoing a training in a Normal school old

masters who, in the opinion of their employers, confirmed by the good results of their teaching, do their work better than ordinary trained teachers?

A. 14.—I think that, under certain conditions, such teachers may be exempted.

Q. 15.—And what is your opinion, please, about European masters of long experience and incontestable abilities, but who are not provided with a certificate?

A. 15.—I do not think that a general rule can be laid down. Each case must be judged on its own merits.

Q. 16.—(A. 35 (2).) Please, why do you say that the U. C. S. examinations are conducted by outside examiners? Are not many of the examiners men employed in teaching?

A. 16.—They may be. But they are not appointed because they are employed in teaching; and they examine all other schools besides their own.

Q. 17.—May I understand that you would advocate the abolition of the Middle School examination?

A. 17.—I do not advocate the abolition, but I would advocate its maintenance, in so far as the Middle school examination gives an entrance to public situations, and I would have it conducted by public examiners.

Q. 18.—(A. 5.) Suppose that each school has its own books, and a master in one of those schools is an examiner, will he not be inclined to prepare his questions from the book used in his own school, and will not the inconvenience you speak of be felt still more?

A. 18.—I would make this change only in connection with other changes which would obviate that objection.

Q. 19.—In your answer 37 you say of Pacheappa's College: "I have very good authority for stating that the College Department of Pacheappa's Institution would have been developed sooner and further than it is, had it not been that it would thereby appear to be a rival and possible substitute for the Presidency College." Have you read a very recent and important document, in which the President of the Trustees' Board, Mr. P. Somasundrum Chettiar, speaks of the Presidency College as "a revered institution with which Pacheappa's College cannot possibly compete—must disclaim even the appearance of entering into competition;" and adds that "the destruction or even the mutilation of this great model college would result in the ruin of all education?"

A. 19.—I have read that in the last newspapers.

Q. 20.—In your answer 37 you say that the people think that "spontaneous activity on their part" to start educational establishments would be the reverse of agreeable to Government authority. Is it not truer to say that any step on the part of Government to compel Natives to provide for such establishments would be the reverse of agreeable to the Native community?

A. 20.—It might be in some cases, as sometimes it is disagreeable to people to have to do their duty.

Q. 21.—a. 38. You say that "some of the aided Institutions are but adventure schools of yesterday." What reasons have we not to appre-

hend that such adventure schools will still increase in number if the educational field be deserted by Government and left open to adventurers.

A. 21.—Yes, I think that such adventure schools would grow in number.

Q. 22.—In reference to the 2nd paragraph, do you think that Native Committees will be able to command a staff that may compare with the present staff of the Presidency College?

A. 22.—If Government should decide to hand over the Presidency College, it could do so only under such conditions as would insure the keeping up of such a competent staff.

Q. 23.—(A. 16.) Again, with reference to your words in the same answer: "The total exclusion of religion from Government institutions has produced the impression, not only upon the pupils but the community generally, that their natural influence is one hostile to religion."

(a) By "community generally," do you mean the Hindoo community?

(b) When you say: "has produced the impression not only on the pupils," do you comprise even Government pupils?

A. 23.—To (a)—I do.

To (b)—I do.

Q. 24.—Have not Government masters full liberty to speak of God, of man's obligations, &c.?

A. 24.—I believe that they have.

Q. 25.—In your answer to question 48 you say that you are strongly of opinion that Undergraduates should be encouraged to go to the great centres of instruction, &c. With reference to this, would you kindly tell me—

(a) Whether you think that the number of pupils who study in Madras in the Collegiate classes is not sufficient, as it stands at present either to give work to their masters, or to fill the Collegiate classes?

A. 25 (a).—I believe that, if the number of students were to increase in Madras, the colleges would simply have to be so organised as that provision should be made for their proper instruction. I think it desirable that Indian colleges should be assimilated to the great Scotch and English Universities.

(b) Whether your system, if carried out, would not starve the other Collegiate institutions which exist in the Presidency?

(b) I do not think it would; but in some cases I think it desirable that it should.

(c) Whether attracting pupils from the country to Madras would prove beneficial to country pupils as regards morality and simplicity of manners?

(c) I think it would be desirable that measures should be encouraged to avert dangers of this kind.

Q. 26.—Is not what you say in your answer 64 tantamount to abolishing all Government institutions of the higher order?

A. 26.—I do not think my answer implies so.

Q. 27.—With reference to your statement in your answer 66, may I ask you whether Native Managers of colleges would not as a rule aim chiefly, not to say only, at having many passed candidates in the examinations; and consequently whether they would not be less anxious to procure good educationists than good crammers, the more so as the latter are cheaper?

A. 27.—I think they would find it necessary to appoint good educationists.

Q. 28.—Referring to the last words of your answer to question 68, "In the last resort, a conscience-clause would be a sufficient protection," please, what do you mean by that conscience-clause? Should not masters abstain, besides, in their teaching from any attack, direct or indirect, against the faith of those pupils in favour of whom the conscience-clause would have been passed? Is this to be expected?

A. 28.—I mean by a conscience-clause a clause which would make it the duty of Managers to exempt from religious instruction any student who objected to receive it. I think they should, and I think it is not beyond expectation?

Q. 29.—In your answer to the supplementary question, you quote this extract from the Despatch of 1854: "Her Majesty's Government look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed," &c. You seem to read as if the author of the Despatch had meant "ALL those of the higher order," please, do you think that this manner of reading is the only one which the text or the context allows of?

A. 29.—I think that the process of giving up Government institutions as they were found to be unnecessary was meant to go on until all were given up.

Q. 30.—In reference to one of your answers to Mr. Miller, in which you have stated that in such places as Vizagapatam, Masulipatam, where there are now Hindoo institutions, Mission institutions previously existed, please, was not the unwillingness of Natives to send their children to Mission institutions, the reason why they started schools of their own?

A. 30.—I do not know the particulars in each case.

Q. 31.—Are you not aware of any case in which that unwillingness had that effect?

A. 31.—I do not know myself of such cases.

By THE PRESIDENT.

Q. 1.—With reference to answer 4 in your evidence, are we to understand that the supply of education under the present system increases at so inadequate a rate, as compared with the demand, that the want has to be supplied by *pial* or *verandah* schools of an inferior class, and a class, in fact, corresponding to the old hedge-schools in England?

A. 1.—That is distinctly my opinion.

Q. 2.—With reference to your answer 3 to Mr. Fowler, do you think that the efforts of the Department with regard to such *pial* schools bear any practical proportion to the scale on which such efforts, if on a grant-in-aid basis, are demanded by the circumstances of the case?

A. 2.—I think that much more extended efforts are required in this direction if there is to be any practical attempt to educate the mass of the people in this Presidency.

Q. 3.—With reference to the long answer 35 in your evidence, may we take it that the gist of your charge against the Education Department is that it insists on too great a rigidity, that it imposes a needless and to you a costly system of duplicate returns, and in general that it tends to discourage private effort by an artificial uniformity

prescribed in the interest of its own Government schools?

A. 3.—That is exactly what I mean.

Q. 4.—How many girls have you in your female schools?

A. 4.—We have seventeen girls' schools, with about 1,600 girls?

Q. 5.—Do you wish us to understand that your girls' schools were for long the only great agency of female education in Madras; that as such they served as models for similar efforts; and that your complaint is that the Department, having tardily entered the field, now prescribes a model of female education of its own, and thereby hampers your work?

A. 5.—I do. The Free Church Mission girls' schools are the oldest, longest, and most advanced in this Presidency. The model which the Government has now laid down is a purely theoretical one, as I am not aware that it has any girls' schools which come up to its own model. The Government is attempting to prescribe a theory, not a model.

Q. 6.—If Government were to allot a large sum to female aided schools, would this additional grant be used to diminish the proportion of the expense now borne by the Managers, or to extend female education?

A. 6.—I believe it would certainly be used to extend female education.

Q. 7.—Are we clearly to understand that such additional grant would be strictly applied to the extension of female education in your own case, and not to decrease the cost to the Managers?

A. 7.—Certainly it would be entirely used to extend our operations or to improve the education given. For years I have been urging our Committee at home to give us increased funds, in order that we might occupy a little more of this daily enlarging field.

Q. 8.—Do you advocate an Education Act?

A. 8.—I do. I think that nothing less than legislation by the highest authority will ever be able to secure the carrying out of the Despatch of 1854 and of the Resolution appointing this Commission.

Q. 9.—If the Government were to give an increased grant for education, would you advocate any legislative enactment with regard to the application of that grant?

A. 9.—I certainly think such an enactment necessary. I do not believe the proper application of the money would be secured if it were left to the Education Department.

By MR. FOWLER (through THE PRESIDENT).

Q. 1.—With reference to your statement that an application was made to Government for the building at Trivellore, are you aware that the said building was erected by the subscriptions of the people aided, by a Government grant, on land given by one of the subscribers, on the condition that it should revert to the owner in the event of the Government school being closed? So that the handing over of the school building to the Free Church Mission was simply impossible?

A. 1.—I was aware that public subscriptions were given for the erection of a Government school; and that was the ground alleged for the refusal.

By MR. P. RANGANADA MUDALIYAR
(through THE CHAIRMAN).

Q. 1.—With reference to answer 71, in which you quote from an order of the Madras Government to the effect that "it is as much the true, as it is the admitted, policy of Government since the Despatch of 1854 to reduce gradually the expenditure on Government institutions, where there is a private, local, or Municipal school doing equally good work and capable of continuing it," may I ask you to state whether the Department has shown any disinclination to reduce expenditure on its own institutions in the way indicated in the Government order referred to above?

A. 1.—I only know the fact that it has increased expenditure on Government institutions.

Q. 2.—Will you kindly mention one or two instances in which Colonel Macdonald failed to take advantage of "local management under Government inspection and assisted by grants-in-aid?"

A. 2.—In the case of Rajamundry he wished to set aside aided schools in favour of a Government school.

Q. 3.—Are you aware that the increase of expenditure on Government institutions was mainly due to the professors and Principals of Government colleges having been made graded officers, and to the establishment of schools for Muhammadans and for girls?

Evidence of THE REV. A. TARBÉ, Superior, St. Joseph's Institution, Cuddalore.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been, since coming to India, three years Professor in the Native college at Pondicherry, and after that eight years Professor in the Government College at Pondicherry, and from the middle of the year 1875 I am Superior of St. Joseph's Institution, Cuddalore, South Arcot District.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I don't believe that primary education has been placed on a sound basis as it is; but it might be improved by granting pecuniary help to teachers or Managers of schools.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—All classes who hope to find some advantages in educating their children resort to it in towns, large or small. But in villages the people are not much inclined to give instruction to their children, because they require the services of

A. 3.—I do not profess to know the details of increased expenditure on Government institutions.

Q. 4.—Did Colonel Macdonald stand alone in India in elaborating a scheme of gradation for the higher Officers of the Educational Department? And are you sure that he elaborated a scheme of gradation for the lower Officers?

A. 4.—In answer to the first part, I do not know. With reference to the other, I cannot say how low his scheme of gradation went.

Q. 5.—In answer to a question put by the President, I understood you to say that the Free Church Mission schools for caste girls were models worthy of imitation. Can a school for girls managed by Missionary bodies be a fit model for Hindus to imitate?

A. 5.—I did not say they were models worthy of imitation, but that, as a matter of fact, they were practical models, as being the first in the field.

By MR. MILLER (through THE CHAIRMAN).

Q. 1.—Both in your evidence and your cross-examination you have spoken a good deal of the withdrawal of Government from direct management of schools and colleges; may I ask whether this process should, in your opinion, be set about at once and carried on very rapidly?

A. 1.—I think that it ought to be set about at once, but that it ought to be carried out wisely and cautiously.

old; they do not comprehend the advantages of education.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—The education given in villages does not extend to more than the rudiments of reading and writing and very little reckoning. The teachers receive as fees from 1 anna to 2 annas per month, and as the boys are generally few, it is very scarce if they secure more than Rs. 3 monthly for their salary. In such schools there is very little discipline if any.

Very few teachers have passed any examinations, and they become teachers very often because they can't do anything else. Many Normal schools have been established by Government for training teachers, but the number of these teachers is not

flages where they might be appointed. I, in my opinion, would be to have schools to which one or two boys of each village be sent to get the necessary certificate expense of the Government, on the condition that they might return to their own villages after passing the special Upper examination. To render his services efficient, a man ought to receive a grant-in-aid under inspection. The masters will accept the State aid and will conform to given to them.

—What opinion does your experience hold of the extent and value of home education? How far is a boy educated at home competent on equal terms, at examinations for the public service, with boys educated in school?

—There is almost no home instruction, I know, in this country, the people being unable to provide for private tuition.

Q.—How far can the Government depend on effort, aided or unaided, for the supply of primary instruction in rural districts? Can you name the private agencies which exist for giving primary instruction?

—In my opinion the Government cannot depend on private efforts as a general rule. The agencies will only consist of Missionaries in rural districts.

Q.—How far, in your opinion, can funds for primary education in rural districts be successfully administered by District Committees or Local Boards? What are the proper limits to the control to be exercised by such

—I don't believe that funds assigned for education in rural districts may be successfully administered except by special trust-committees. The District Committees and Local Boards will not take the trouble of looking after the funds unless they find some personal interest in the management of the funds.

Q.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming the provision of elementary instruction to be a charge against Municipal Funds, what would you suggest against the possibility of Municipal Committees failing to make provision?

—The Municipal Funds should be charged with the expenses of elementary education. In case that the Municipality is unable to give funds, the Collector of the district should be entrusted with the duty of passing the subject.

Q.—Have you any suggestions to make on the means for providing teachers in primary schools? What is the present social status of schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest any measures, other than increase of pay, for improving their position?

—For providing teachers in primary schools nothing seems better than Normal schools. A regular fixed salary, which may be increased according to the work turned out by the teacher, may be stated at the annual examinations. Nothing else can improve the social position of village schoolmasters.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The subjects of instruction which would be more acceptable to the agricultural community at large would be writing, reading, and reckoning according to the customs of the country. Besides this a little Geography, Hygiene, and Agriculture in vernacular might be introduced as reading Standard books.

Ques. 12.—Is the system of payment by result suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by result is suitable when mixed with the salary system.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—Generally in villages where there is no private school, the teachers are paid in kind, receiving for their fees a cloth or grain, &c. The demand from villagers a regular fee for their children attending the school, will be very difficult. But in towns or important villages a regular fee may be exacted from the parents. Only for girls' schools no fees ought to be asked for a few years until the prejudice against female education might be overcome.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—(Answered in No. 4.)

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boy schools, (c) Girls' schools, (d) Normal schools?

Ans. 19.—In my opinion a teacher who has been teaching five years in the same school should receive a higher grant than a new one, e.g., from the beginning a teacher might receive one-fourth of his salary as grant-in-aid; after five years one-third; and after ten years one-half. In this way the schools would be rendered more efficient and it would be possible to Managers of schools to reward talent and diligence.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The class which principally avails themselves of Government or aided schools is the education of their children are Brahmins, every station, rich Sudras (Christians), and a few others (Pariahs and Muhammadans). These classes pay sufficiently for education considering the amount of money they can spend monthly. If the amount given by Government were withdrawn, the salaries of teachers ought to be reduced. As a general rule the rate of fees may be considered adequate.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives have to wait four or five years to get not only a remunerative employment but any employment. They have to work as volunteers in the Government office for many years before they get a Government permanent post.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—Secondary schools are imparting a kind of instruction useful and practicable even for those who do not pursue their studies further: provided some abridgment of the History of the whole world be introduced in different classes.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I think that the Entrance examination is quite necessary; and as every body looks for Government employment, they do not care much for the sciences which might improve their situation as regards the requirements of ordinary life.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—If we compare the number of employments which are available in this Presidency, about 1,000 candidates passing the Matriculation examination is not too much to fill up the vacancies which occur annually in the ranks of Government servants.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—The scholarships are generally granted in Government schools. I never obtained a single one for my school. Generally these scholarships are granted to boys who show their abilities in Taluq schools, and they are obliged *de facto* to prosecute their studies in Government institutions.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—No voluntary agency is to be found among Natives who are not rich enough to spend their time in the inspection of schools. But a great many European Missionaries might do this work at their leisure time, or while passing through the villages during their tour. More than 100 of them live among the Native people in villages, and they would probably undertake the work of inspection for vernacular schools provided a monthly travelling allowance be given them. Now, being Missionaries it may be objected that they would take advantage of their situation for preaching in schools their own religion. I dare say that Roman Catholic Missionaries will undertake this work of inspection with a promise of never speaking of religious matters during their inspection. Vernacular

schools inspected by Europeans in the South of India would certainly make great progress, because they would be always under the ocular inspection of these Europeans living among them. This is the only way, in my opinion, to secure voluntary agency.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—In general the books prescribed for the classes are a little too high in standard for Native boys. For example, the book in use in the III class would suit the IV Lower class, and that of the IV Lower would do well for the IV Upper, and so on. Native boys are not acquainted at present with a sufficient knowledge of English so that they may understand by themselves the text-books. So explanations must be given to them in Tamil. A great deal of time is lost in this kind of translation. And too many new expressions and unknown words being to be learned, they are soon forgotten. And so the text-books are not so profitable to them. Simple stories apt to be retained easily by Native boys should be introduced. In the Matriculation-class the poetical pieces given to the boys are too difficult, and a good deal of knowledge is necessary to explain them, so that much time is lost in learning by heart all these explanations.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—In the event of Government withdrawing to a large extent from the management of schools and colleges, I do not apprehend that the standard of instruction would deteriorate provided the University examinations be maintained in the same standard as they are now.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—The boys have a great many Native games of running, leaping, &c., to which they are much inclined. Besides this we have opened two Badminton Courts, which are much patronised. I had an intention of having a gymnasium established in my school, but seeing that the boys had a great reluctance to use it, I gave up the idea.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The best method for providing teachers for girls, is to secure the services of unmarried women. As long as the girl schools are taught by male teachers, a great many parents will not think of sending their female children to such schools.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The chief defect that experience has brought to light in the educational system as it has been hitherto is, that private institutions do not receive a sufficient help to improve their staff and their establishments.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil teaching or by monitors seems to me impracticable, except in the lower primary classes.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—The rate of fees in every class in colleges and schools should be the same for every pupil. It would be impracticable to make a difference between boys in the same school.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—The demand for high education in my province has not reached such a stage as to make the profession of teaching a profitable one.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—The system of assigning grants according to the results of periodical examinations should be applied only to primary schools. So many conditions are required to secure an average good salary to a teacher by this way, that we cannot make the salary of a teacher dependent on a fortuitous result.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—The proportion of the gross expense which should be contributed by the Government should amount, under ordinary circumstances, in cases of schools and colleges of old grade to at least one-third. The Middle School department might be made self-supporting if undergraduates are employed as teachers. But the other classes higher than these will cost so much that the fees of the boys will be always a very small portion of the salary paid to the teachers.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—The maximum number of pupils that can be taught efficiently by a teacher in Middle and High schools is between 35 and 40.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—In my opinion fees in colleges and schools should be made payable monthly.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It is not desirable that promotion from class to class should depend on the result of public examinations extending over the entire province. To keep up the schools at the same standard we have already the Middle School, Matriculation, and other University examinations. It is preferable that such promotions be left to the school authorities, because they know better the fitness of the boys for the different classes.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—Some arrangements between schools in my province to prevent boys to run from one school to another, have been made by the Director of Public Instruction. I have tried them *bond fide*, but except when some European gentleman was in charge of the Government school, I did not find them practicable, because, though accepting in principle the arrangements, the Native head masters found always some good reason in each particular case not to adhere to the arrangements.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—European professors are not likely to be employed in colleges and schools under Native management, because they are too costly.

Ques. 67.—Are the circumstances of any class of the population in your province (e.g., the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—Since the Government thinks proper to have an exceptional treatment in the matter of English education for Muhammadans, I think that the Christians might enjoy similar privileges and scholarships. The Christians who try to secure a high education are generally poor and belong to the class of petty *employés*, and having sided with Europeans in religion they find little sympathy and no help from the wealthy Natives in general. The fees for them, therefore, ought to be reduced, and some scholarships granted in every Christian school by Government.

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—Schools and colleges under Native management compete successfully, as a matter of fact, with corresponding institutions under European management, but they must secure a good staff of teachers.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions on which grants-in-aid are given in my province are very onerous and complicated. I should think that financial accounts given once a year would be quite sufficient.

Cross-examination of THE REV. A. TARBÉS.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 2, may I ask you to explain whether you think that primary

education has not been placed on a sound basis, because pecuniary help is not given to teachers and Managers of schools; or do you simply hold that the pecuniary help given is not adequate?

A. 1.—I think that the people who receive grants receive enough, but many do not receive any grant at all. According to the Report of the Collector of South Arcot for 1880-81, 427 schools were withdrawn from inspection during that year.

Q. 2.—In answer 25, what is the standard of education you employ?

A. 2.—I talk of Matriculates.

Q. 3.—Do graduates or undergraduates find any difficulty in securing employment? Have they really to wait for four or five years without employment?

A. 3.—At least I have heard many people say so.

Q. 4.—Are not stipendiary scholarships open to all institutions, Government and aided?

A. 4.—Yes, they are.

By MR. FOWLER.

Q. 1.—With reference to your first answer to Mr. Runganada Mudaliyar, are you aware of the grounds of these withdrawals?

A. 1.—The grounds are not stated.

Q. 2.—(A. 7.) Then your opinion of Honorary Local management is that it is not much to be relied on?

A. 2.—Not much.

Q. 3.—(A. 9 and 12.) Is it to be inferred that you consider the combined system is the best suited for assisting primary education?

A. 3.—I think so.

Q. 4.—(A. 27.) "Every body looks for Government employment." Do you think the present scheme of instruction tends to increase this tendency?

A. 4.—I state the fact, but do not know the reasons.

Q. 5. (A. 33.) You mention that "more than 100 European Missionaries live among the people." What extent of country do you include?

A. 5.—The Madras Presidency.

By THE REV. WILLIAM MILLER.

Q. 1. (A. 21.) Is there a misprint in the 21st answer of your evidence? Do you mean rich Sudras and Christians?

A. 1.—Yes, that is what I mean.

Q. 2.—With reference to answer 29, what is the system of scholarships you refer to?

A. 2.—I understand that pupils from middle schools who do well at a comparative examination are sent on to high schools with scholarships.

Q. 3.—Are you aware whether these scholarships are stipendiary or free scholarships?

A. 3.—I cannot make the distinction, for the people themselves make none.

Evidence of THE REV. N. RONDY, Catholic Priest, Coimbatore.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Up to this time educated Natives have done very little towards the education of the agricultural and poor classes in rural districts, for the profession of village schoolmaster is not yet remunerative enough to stimulate the zeal of such educated Natives, who seek but for Government employment, as affording more pecuniary help.

By THE REV. DR. JEAN.

Q. 1.—Referring to your answer to question 19 please state what sort of grant do you receive in your institutions at Cuddalore, and what does it amount to?

A. 1.—We receive a salary grant, Rs. 77 anna 10 per mensem.

Q. 2.—In your answer in 29 you speak about scholarships. Please, do you know of any Catholic pupil having ever got a scholarship?

A. 2.—I do not know of any one.

Q. 3.—Do you know of any Roman Catholic pupil having headed the list in the Matriculation and F. A. examinations?

A. 3.—One student from Negapatam headed the F. A. list in 1880.

Q. 4.—If a student heading the list gets a scholarship, while a scholarship is awarded to one who is inferior to him in rank, does this not show that there is something strange in the way in which scholarships are awarded?

A. 4.—It must be so.

Q. 5.—Are not your boarders in your institution in a condition that assimilates them more or less to scholarship holders?

A. 5.—They pay only a portion of their maintenance; the rest is borne by charitable persons.

Q. 6.—How many boarders have you?

A. 6.—At present 42.

Q. 7.—In your answer 57 you say that the Middle School department might be made self supporting if undergraduates were employed as teachers. Please, why do you mention the undergraduates?

A. 7.—I mention the undergraduates because we do not obtain a sufficient grant under the present rule to pay other teachers.

By THE PRESIDENT.

Q. 1.—With reference to answer 2 in your evidence, are we to understand that you think large extension of primary education is necessary and that this extension should be made on the basis of grants-in-aid?

A. 1.—I think such an extension very necessary and that it should be made on the basis of grant-in-aid. But I think a difference should be made in favour of teachers who have passed an examination.

Q. 2.—With reference to answer 38 in your evidence, are we to understand that the withdrawal of Government from direct management should be gradual?

A. 2.—Certainly. It should be gradual, according to the circumstances of each particular district.

So it is to be feared that private effort aided, *fortiori*, unaided will do little towards the spread of education amongst the poor classes in rural districts. It is then the duty of Government to make such provision more substantial. Then on educated men will come forward.

Except Missionary agencies there are no indigenous agencies which work for education among the rural classes.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social

status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—Though Normal schools prove valuable for providing teachers in primary schools, however, such teachers, when sent out in the villages where-in they have no acquaintance, and are not known to the villagers, can do but little towards the spread of education. Sometimes prejudices of caste prevent the people to send their children to such teachers. In all cases their influence is well. So Government should favour those men who, though untrained, come forward to open schools in their own villages. They are known to the people, their influence is greater. They are the proper men to get in children.

Besides the grants assigned according to the results of periodical examinations, a bonus or gratuity should be granted to such men who would have passed, *viz.*, 15 or 20 years in teaching, provided they comply with the rules under which such grants are given, and satisfy the Inspectors. In all cases their schools should be eligible for examination, and no obstacle should be thrown in their way.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The subjects to be introduced into primary schools should be strictly limited to the vernacular reading and writing. Arithmetic should be entirely taught in the vernacular, including Indian money, time, district weights and measures. English money, weights, or measures are quite useless for the agricultural and poor classes. General notions of sanitation and hygiene would prove somewhat useful.

To make such subjects efficient the schoolmaster should teach them in a practical way, so a manual for school management and teaching would prove valuable and is greatly wanted.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in schools is spoken by all the people, except in household affairs, where each class keeps its own peculiar dialect. So it cannot be said that schools are less popular or useful on that account.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results proves very suitable for the promotion of education amongst the villagers, provided the standards be not too high, and the examination be conducted in a proper and uniform manner. This system has the advantage to keep alive the zeal of the masters and of the boys themselves.

The greatest inconvenience of this system is that the success of examination depends in several instances more on the examiners than on the boys or the masters themselves. Each examiner has his own method, and as the Inspectors and Deputy Inspectors are often transferred from one place to another, it is very difficult to prepare the boys in such a manner so as to please the examiners.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The Managers of primary schools should not be interfered with as to the taking of fees in the rural districts.

Often the village schoolmasters are paid not in money but in kind. The ryots prefer giving grain, and a school should not be deprived of the benefit of examination on account of regular fees. For, does a Manager require fees, few boys will attend, and the school will never be permanent nor on a footing as to become under the conditions of eligibility for examination. When a village schoolmaster is so partly fed by the people, he will undertake the trouble of a school if he has any hope to obtain some pecuniary helps by the way of examination.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—As to how the number of primary schools can be increased, I would suggest that there should be a District Committee especially in charge of primary education, and that one or two members of the agencies already engaged in the education of the masses should be appointed to such committee.

So for my part I may say that the Catholic clergy, being spread over many parts of the districts in the Madras Presidency, is ready to afford every help to Government in the way of spreading education in rural districts. If the Catholic Missionaries were to be represented in the Local Committees for education, they would have confidence to see the schools they might establish put under examination; they would be able to carry out in some measure the desires of Government for the promotion of primary education amongst the agricultural and poor classes.

To render such schools more efficient, the local Committee should establish some scholarships, which would be granted to those pupils of such schools who would prove the more deserving.

Suppose that some boys of the rural classes be allowed to be trained for two or three years in a Normal school, they would be very useful teachers. They would be able to open schools in their own villages, or in the neighbourhood, and they, being known to the villagers, would exercise a salutary influence over their fellowmen. This would be a means of emulation amongst the boys and schoolmasters. The parents themselves would be encouraged to send their children in the hope to see them able to get thereby an honourable living.

Such scholarships should be granted by the way of public examination extending over the whole district.

Ques. 15.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 15.—To secure an efficient and voluntary agency in the work of inspection is, I dare say, almost impossible. The local Committees alone would be in a position to insure such agency, if they would avail themselves of those agencies which work amongst the rural classes. The district might be divided into sections, and a member or two should be appointed to each section for the work of inspection.

But in all cases the examination should be conducted by men duly qualified, of proved integrity, and appointed by Government.

Ques. 16.—In the event of the Government withdrawing to a large extent from the direct

management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—Is the time come for Government to give up its colleges and schools?

I beg to quote the words of a most influential Native gentleman on the subject: "It would have been better if this idea was not put forward at all, for the suggestion might unsettle the management" of the already existing institutions.

The present state of India is or may be said a transitional period. A latent but a sure revolution is working on amongst the masses of India. The Indian people begin to shake off the chains of routine and to throw away many of their prejudices. It appears that the time is come for Government, in order to reap the most precious fruits of the liberal education they have afforded to the Natives, to exercise a proper control over this awakening of the Indian people. How will Government control it if not by education? A Native gentleman said lately that "the Government colleges alone can command the advantages of bringing all classes of men who are to be the leaders of the public thought, on an arena of common thought and mutual good will."

In the Resolution of the Government of India it is said that by the withdrawal of Government from the direct management of colleges and schools "the Native community will be able to secure that freedom and variety of education which is an essential condition in any sound and complete educational system." Were the Indian people one, such policy would be certainly the most suitable for the promotion of education, but if we consider that it is composed of so many classes widely differing from each other by caste or creed, we may say that unity is impossible in such variety, and without such unity a sound and complete educational system seems impossible: It is not sufficient to foster the spirit of independence specially in the matter of education, it must be directed and controlled. The Government Colleges alone can afford such control in the present state of India.

It is then more necessary than ever for Government to retain all its institutions. If, at such a moment, the Government were to withdraw totally or even to a large extent from the direct management of colleges and schools, it would certainly prove fatal not only to education but to Government itself.

Since the question has been moved, the public opinion has been much offended. Such a step is disapproved by the best educated Native gentlemen. Such contemplated withdrawal is looked upon in every Indian quarter with distrust and disaffection.

So the Catholic Bishops of Southern India, who are certainly in a position to judge of the pernicious effects which such a measure could possibly have for Government and education, have not hesitated to warn the Government through the Education Commission against such a *faux pas*.

To whom will Government make over its educational institutions? Will Government hand them over to Native gentlemen? They are not ready, and they won't, for a long time to come, be ready to take charge of higher education. Some Native gentlemen may, it is true, come forward to keep such colleges and schools, but they would be few,

and certainly unable to meet with the requirements of the community at large. Many should be deprived of the benefit they now enjoy under the present system of education.

Educated Natives prove indeed good and efficient teachers for all the oriental classics, but in general they are deficient in the power of organisation and management and in perseverance; under a proper supervision they may be well employed in the various branches of education as far as oriental classics are concerned.

But European knowledge and science cannot be an indigenous instruction. I dare say that they are not able to teach English in a satisfactory manner for the higher classes. Unacquainted as they are with western sciences, habits, and customs, they cannot give a just appreciation of the different events which are the subjects of higher education. English History, for example, is more recommended than Indian History, owing to the valuable political events and lessons which it contains. Will educated Natives in general have a proper view of such subjects? No, so actually preponderance is given to Indian History because it is prescribed for the Matriculation examination. As they are gifted with a happy memory they learn History without trying to enlarge their minds by a serious attention to the various political events which they have to study. So the philosophy of history will remain a hidden treasure quite out of their grasp. What I say of the instruction in history may be said of the other subjects which form an essential part in higher education, that is natural, moral, and intellectual philosophy. So, left into the hands of Natives, instruction shall be deprived of its best ornament, that is, education.

Wherefore, to entrust higher education to Natives is neither called for nor advisable. Such a step would certainly deteriorate higher education and make it in no few instances a mere bargain.

It is therefore the duty of Government to keep all its institutions, and not rely upon Natives in a matter of such paramount importance. As they can, in the present state of India, neither help themselves, nor provide for their own education, there is a strict obligation for Government to help them, not only in the way of aiding their schools, but also to provide for them a good and sound education, which they will find in the Government institutions.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Indigenous instruction for girls is but insignificant. There are no indigenous schools for girls, at least in rural districts. Some, but very few, girls receive home instruction, but there is no education at all.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Except in towns wherein schools for girls have been established by private agencies, there are no schools of the kind under the direct management of Government in rural districts. But the Government do aid the few schools which have been established by private agencies.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools will never be looked upon with favour by Natives. Such institutions are

too far against the customs and habits of the country, and they could have but little influence, if any, for the promotion of education amongst the female classes. Men have not the qualities to teach girls. They must have teachers of their own sex. It has been said lately by a high official that "we ought to leave to women all that concerns themselves to be judged and determined by the standard of their feelings and ideas on the subject."

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—To provide teachers for girls is a question of paramount importance, but involved into many difficulties on account of the customs and habits of the Indian people.

Normal schools for girls may somewhat be a useful way to provide schoolmistresses. But in general girls of good caste and honourable family will not attend such public schools. So consideration should be taken of those institutions already existing for the purpose, I mean the Convent schools, where girls are brought up by European or Native Nuns.

I would call the special attention of the Department on the Native Nuns' schools, who are the proper women to teach Native girls and to impart them some education. As they are all caste women they can exercise a good and salutary influence over the female class.

The caste girls will have less difficulty to attend such schools, wherein they know that Native customs and habits are observed by the teachers themselves. There are indeed in towns institutions for girls under private agencies and encouraged by European ladies. But it is not to be expected that those ladies will have the same influence over the agricultural and poor classes in rural districts. Native Nuns may go over to the districts. This is impossible for European ladies.

Wherefore, if Government were to help these nurseries, I dare say they would prove very useful for the spread of education amongst the rural classes, which are left in a complete ignorance.

Scholarships should be allowed to the most deserving girls brought up in those institutions. This would be of a great encouragement to the teachers as well as to the pupils themselves, who might, under the direct management of the Nuns, keep schools for girls.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—As for grants, the girls' schools stand under the same terms with those to boys' schools, that is, though they are larger in amount, the standards are the same. This should not be. It is already so difficult to teach efficiently the boys according to the actual standards, that the girls being yet less interested in those subjects there should be a special curriculum for girls. In such institutions education should have the preponderance over a mere instruction. Girls do not want to be great mathematicians nor historians, nay, as girls of good and respectable family are not allowed to attend any school after twelve years of age, their education is to be completed at twelve.

So the Government and Local Committees should foster the above said institutions, which after all would not absorb much of the educational Budget, for Natives do not require so much for their support as European ladies. Many who would not attend any public Normal school will have less

objection to attend those private institutions, if they were recognised and partly supported by the Department for the purpose of training teachers for girls.

Ques. 46.—In the promotion of female education what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—In some large places European ladies have set forth a good example in fostering, as far as they can, female education, but their action is limited to great centres, and even in some cases they find a great difficulty to maintain such institutions. No proper teachers are to be found, and if any certificated schoolmistress comes forward, she does not stay long, for the work is not interesting and finds it too tedious. So whatever steps may be taken, such institutions are not likely to be permanent.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—To the great detriment of the pupils, very often there is, on the part of the schoolmasters, a tendency to raise primary into secondary schools. So primary schools already unconnected with a middle school should not be raised to the rank of secondary schools, unless such step be approved by the Local Committees, which would judge of the necessity of such schools to be raised to the rank of secondary schools. Such tendency is but an unhealthy competition which should be avoided.

Ques. 53.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 53.—As this system is intended to foster the zeal of the masters for the good management of their schools, and to prevent the standard of education to be lowered, it may well be applied to primary, middle, and high schools.

The essential condition to make this system equitable and useful is that the rules under which such grants are given should be strictly defined, so that the Managers might be confident that no deviation would be made, and that if they abide by them they would have their schools examined.

Moreover, those periodical examinations should be made publicly, that is, all the schools included in the limits of a Municipality or of a group of villages should be examined at the same time in a common hall as far as possible. This plan, which has been already followed in some parts of the district, proves a very good means of emulation amongst the different schools which resort to such examinations.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—The principle of religious neutrality, on whatever respect it may be viewed, in my humble opinion, far from requiring the withdrawal of Government from the direct management of colleges and schools, demand absolutely such management in the present state of India.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations

extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—As it is the interest of any well managed institution that the pupils be not promoted to a class which they are not fit for, such promotions should be left to the school authorities.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—Such college is not sufficient at all, for what influence will a college of the kind have over the other institutions entirely unconnected with it? If all the teachers were to be trained in such a college before opening any school, it might have some good effects over the management of the other institutions. But this is not to be expected. Not only Government should retain under direct management one college in each province, it should have one in each district. The want of a Government college in the districts where there is not, is greatly felt.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—As European professors are the only competent men to teach Western knowledge and science, that European professors are to be employed in colleges educating to the B.A. standard is absolutely necessary.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—If Natives are thought fit to take charge of higher education, that European professors are likely to be employed in such colleges, and that European professors will put themselves under a Native control, is rather out of question. Natives will fill their institutions with their own men.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—If we consider that the withdrawal of Government from the direct management of colleges and schools is viewed with distrust by Native gentlemen, because they fear to see higher education falling into the hands of Missionary agencies, and that no peculiar form of religious teaching can now be presently enforced upon all the various Indian classes, which differ so widely from each other, we may say that nothing could justify such measure on the part of Government, which has pledged the principle of strict religious neutrality.

In fact no Missionary agency, whatever it may be, is capable to take charge of the Government institutions; and suppose even that some could afford men and money for the support of those institutions, they cannot offer any guarantee of permanence. The standard of education in most cases would but suffice, and Native opinion be much offended; and not to say more on the subject, I will close these few remarks by the words of a high Native official, who said, "even if competent Natives could be found, how could those really public schools be handed over to them any more than to Missionary bodies without giving rise to serious objections in other quarters?"

Cross-examination of THE REV. N. RONDY.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—While you consider the scale of results grants for girls to be sufficiently high, you are of opinion that the standards are too difficult, and that some of the subjects are inappropriate?

A. 1.—Yes. In my opinion the standard for girls should be lower.

Q. 2.—With reference to answer 10, kindly state whether you would exclude the teaching of English altogether from primary schools, and begin it only in the third or lowest class of the middle school?

A. 2.—Yes.

By MR. FOWLER.

Q. 1.—(A. 14). Are you aware that Catholic Missionaries are at present members of Local Fund Boards and Municipalities?

A. 1.—I am not aware.

By THE PRESIDENT.

Q. 1.—May I ask how many years you have spent in India? And please name the scholastic charges which you have held.

A. 1.—I have been in charge of the Catholic schools of the Coimbatore District for six years.

Q. 2.—In answer 38 of your evidence, you say that the Natives "are deficient in the power of organisation and management." Have you visited the Pachappa's institution in Madras, or any large school under Native Managers?

A. 2.—No, I have not visited them. But I speak from reports.

Q. 3.—May I ask what large institutions under Native management have been visited by you?

A. 3.—I have not visited any such institutions.

Evidence of CECIL M. BARROW, Esq., B. A., Hertford College, Oxford, Principal of the Kerala Vidyāsāla, Calicut, commonly called the Zamorin's College.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been engaged continuously in the practical work of education in the Madras presidency for upwards of thirteen years, and for more than five out of these as Principal of the Zamorin's Second Grade College at Calicut,

called the Kerala Vidyāsāla. I have also served for short periods in the Godavery District, at Madras, and in the 2nd Educational Division. I came to Malabar in June 1871, and with a short interval of six months have been here ever since.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you